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ABSTRACT

The Accountability Atlas presents information about the students, programs, staff, and services of the City College of San Francisco (CCSF), California. Most of the information is for the 1993-94 academic year, with some longitudinal data provided. The atlas is divided into the following six chapters: student access; student success; student satisfaction; staff composition; fiscal condition; and local indicators. Each chapter begins with a definition of the accountability area, a list of performance indicators, master plan goals, and student equity indicators. Data tables provide information on the following indicators: (1) general participation; (2) transition from high school and sources of new students; (3) financial aid; (4) categorical programs; (5) matriculation; (6) basic skills and English-as-a-Second-Language enrollment; (7) student persistence; (8) course completion; (9) degree completion by field of study; (10) transfer; (11) job placement; (12) access; (13) instruction; (14) instructional support services; (15) student services; (16) facilities; (17) staff diversity; (18) number of full- and part-time faculty; (19) community college funding; (20) fiscal stability; (21) staff development; (22) campus climate; (23) customer satisfaction; (24) shared governance; (25) deferred maintenance; and (26) educational technology plan. Appendixes include information on enrollment by zip code, and service area population by gender and ethnicity. (KP)

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ED 380 163

ACCOUNTABILITY ATLAS

Annual Report of Institutional Effectiveness

FALL 1994

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ACCOUNTABILITY ATLAS

Annual Report of Institutional Effectiveness
Fall 1994

City College of San Francisco

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OFFICE OF INSTITUTIONAL DEVELOPMENT, RESEARCH AND PLANNING
REPORT 951-01, JANUARY 1995

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INTRODUCTION

The Accountability Atlas presents information about the students, programs, staff and services offered by City College of San Francisco. Most of the information presented in this report is for the 1993-94 academic year, with some longitudinal data provided. Over time, the Atlas will contain five-year longitudinal data so that trends can be studied. The Atlas will continually be modified and expanded to reflect new and on-going concerns among students, faculty, classified staff and administration about the College's effectiveness in specific areas related to its institutional mission.

The information in this report serves several purposes. First, it satisfies the accountability requirements set forth in the Community College Reform Act of 1988 (AB 1725) which assures the State Chancellor's Office and the Legislature that the community colleges are achieving their mission, and providing equal access and high quality educational opportunities for their students. AB1725 specifies the following five areas of accountability for which community colleges are to develop measures of assessment:

- Student Access
- Student Success
- Student Satisfaction
- Staff Composition
- Fiscal Condition

In addition, each college is expected to develop indicators for a local accountability system which are relevant for the local college's decision making.

Second, the CCSF Accountability Atlas will provide institutional data for the College's annual budget and planning process. Information provided in the Atlas can also be used in the updating of the Master Plan Goals and Objectives, Educational Technology Plan goals, the Staff Diversity and Student Equity Plans. Data presented in the Accountability Atlas may also be used by grant writers.

Finally, this report can be used as a reference for students and staff, as well as for people in the San Francisco community.

The Accountability Atlas is divided into six chapters, one chapter for each of the five accountability areas and a final chapter for City College's local indicators. Each chapter begins with a definition of the accountability area presented. A list of the performance indicators or measures used to describe the accountability area follows. Performance indicators are statistics or information which reveal something about the condition or performance of an institution. Next is a list of Master Plan goals and Student Equity Indicators related to the accountability area presented.

The main composition of each chapter consists of information which describes each performance indicator. Highlights of the information presented are provided in the beginning of each performance indicator section. Each chapter ends with implications derived from the information presented for that accountability area. The implications were written by the Office of Institutional Research & Planning. The Fall 1994 Accountability Atlas has been revised based on recommendations from the Shared Governance Research Committee.

MISSION STATEMENT

City College of San Francisco is committed to providing open access to postsecondary education with the highest standards for credit and noncredit instruction. Such access is available to all who can benefit from instruction through programs that:

- Provide life-long continuing and community education;
- Respond to the needs of people from diverse ethnic, cultural, economic and educational backgrounds, sexual orientations, and including students with disabilities;
- Are offered at convenient times and locations throughout San Francisco;
- Provide student assessment, counseling and advising, and
- Build self-esteem and encourage the exploration of additional educational opportunities.

To help students meet their educational and employment needs, the College offers the following:

- Associate degrees and certificate courses, transfer education to four-year colleges and universities, and vocational education;
- Training and retraining for new employment opportunities, especially in emerging fields; and
- English as a second language, remedial development, literacy development, adult high school education, and programs designed for the re-entry student.

Adopted by the Board of Trustees, July 26, 1992.

CHAPTER ONE

STUDENT ACCESS

Student access refers to offering equal opportunities to all students who can benefit from CCSF's courses and programs. The performance indicators as defined by the State Chancellor's Office for measuring Student Access include:

1. General Participation
2. Transition from High School / Sources of New Students
3. Financial Aid
4. Categorical Programs
5. Matriculation
6. Basic Skills and ESL Enrollment

Master Plan Goals Related to Student Access

Goal 1.7: Continue to provide well-designed and effective transitional education to help students develop remedial and basic skills in oral and written communication, reading, and critical thinking. *(Basic Skills / ESL Enrollment)*

Goal 1.8: Prepare students for informed participation in the emerging global economy by promoting various dimensions of international education. *(International Education)*

Goal 2.1: Expand and refine matriculation. *(Matriculation)*

Goal 2.2: Ensure equal access. *(General Participation)*

Student Equity Indicators

Improving Access:

Comparing the percentage of each group that is enrolled to the percentage of each group in the adult population within the community served. *(General Participation)*

Improving ESL and Basic Skills Completion:

The number of students who complete a degree-applicable course after having completed their final ESL or basic skills course. *(Basic Skills / ESL Enrollment)*

1. GENERAL PARTICIPATION

The number of students enrolling in the community college is a basic measure of access and has implications for the amount of resources needed to provide adequate levels of service.

- Fall 1993 Credit enrollment dropped 14.2% from Fall 1992. The 14.2% drop in enrollment was evenly distributed among ethnic groups with only whites showing a significant drop of 21.3% (Table 1.1). [1]

- In contrast, the Noncredit enrollment only dropped 5.8%, from 33,841 in Fall 1992 to 31,870 in Fall 1993 (Table 1.2).

- Asians and Hispanic / Latinos combined make up over 61% of City College's Noncredit enrollment (Graph 1.3).

- International student enrollment increased over 27% from the Fall 1993 to the Fall 1994 term (Table 1.4).

- CCSF has a much larger percentage of Noncredit students than the State average - 53.5% compared to 13.8% Statewide (Table 1.5).

- The City College service area is determined by the residential zip code of our student enrollment. San Francisco city/county accounts for 84.2% of our Credit enrollment and 93.4% of our Noncredit enrollment. 10.1% of our Credit students live in San Mateo county and 3.4% live in Alameda county. City College does not draw a sizable number of students from any other county in the Bay Area. (see Appendix A for a more detailed description of City College's enrollment by zip code).

- Table / Graph 1.6 shows a comparison of CCSF's Credit enrollment to our service area (San Francisco city/county and parts of San Mateo and Alameda counties).

[1] Effective Spring 1993, California Community Colleges increased enrollment fees for students with baccalaureate degrees from $6 per unit to $50 per unit. After the Spring 1993 increase, City College of San Francisco enrolled 53% fewer BA-degree holders. From Fall 1992 to Fall 1993, CCSF lost 53.3% BA-degree holders. Please refer to the Office of Institutional Research and Planning's report titled "City College of San Francisco, Impact of BA-Degree Holder Fee On Credit Enrollments" for more information on this topic.

1.1. CCSF Credit Enrollment, Fall 1992-Fall 1993: Age, Gender, Ethnicity Distribution

STUDENT DEMOGRAPHICS:	FALL 1992		FALL 1993		Percent Change
	Number	Percent	Number	Percent	
GENDER					
Female	17,957	55.7%	14,967	54.1%	-16.7%
Male	14,279	44.3	12,684	45.8	-11.2%
Unknown	0	0.0	23	0.1	0.0%
ETHNICITY					
African American	2,627	8.1	2,445	8.8	- 6.9%
American Indian / Alaskan	202	0.6	174	0.6	-13.9%
Asian / Pacific Islander	10,518	32.7	9,142	33.1	-13.1%
Filipino	2,919	9.1	2,612	9.4	-10.5%
Hispanic / Latino	4,144	12.9	3,951	14.3	- 4.7%
Other Non-White	296	0.9	303	1.1	2.4%
White	10,041	31.1	7,905	28.6	-21.3%
Unknown / No Response	1,489	4.6	1,142	4.1	-23.3%
AGE					
19 or under	4,189	13.0	3,759	13.6	-10.3%
20-24	9,799	30.4	9,042	32.7	-7.7%
25-29	6,280	19.5	5,264	19.0	-16.2%
30-34	4,154	12.9	3,430	12.4	-17.4%
35-39	2,800	8.7	2,338	8.4	-16.5%
40-49	3,040	9.4	2,463	8.9	-19.0%
50+	1,708	5.3	1,207	4.4	-29.3%
Unknown	266	0.8	171	0.6	-35.7%
TOTAL	**32,236**	**100%**	**27,674**	**100%**	**-14.2%**

SOURCE: MIS Full-term Reporting (FTR) for Fall Semesters 1992-1993 (Report Run: 5/27/94)

NOTE: Full-term Reporting (FTR) includes students with at least 1/2 unit attempted or 8 hours of positive attendance.

Disability information is not yet being collected.

(Fall 1994 Credit enrollment data is not available from the State's MIS reporting system at this time).

1.2. CCSF Noncredit Enrollment, Fall 1992-1993: Age, Gender, Ethnicity Distribution

STUDENT DEMOGRAPHICS:	FALL 1992		FALL 1993		Percent Change
	Number	Percent	Number	Percent	
GENDER					
Female	18,996	56.1%	18,054	56.6%	-5.0%
Male	13,044	38.5	12,334	38.7	-5.4%
Unknown	1,801	5.3	1,482	4.7	-17.7%
ETHNICITY					
African American	2,271	6.7	2,189	6.9	-3.6%
American Indian / Alaskan	89	0.3	69	0.2	-22.5%
Asian / Pacific Islander	13,680	40.3	12,687	39.8	-7.3%
Filipino	1,009	3.0	977	3.1	-3.2%
Hispanic / Latino	7,142	21.1	6,897	21.7	-3.4%
Other Non-White	31	0.1	34	0.1	9.7%
White	7,168	21.2	6,767	21.2	-5.6%
Unknown / No Response	2,451	7.3	2,250	7.0	-8.2%
AGE					
19 or under	1,867	5.5	1,682	5.3	-9.9%
20-24	3,904	11.5	3,596	11.3	-7.9%
25-29	4,293	12.7	3,922	12.3	-8.6%
30-34	4,017	11.9	3,921	12.3	-2.4%
35-39	3,732	11.0	3,382	10.6	-9.4%
40-49	5,007	14.8	4,795	15.0	-4.2%
50+	8,238	24.3	8,706	27.3	5.7%
Unknown	2,783	8.2	1,866	5.9	-33.0%
TOTAL	**33,841**	**100%**	**31,870**	**100%**	**-5.8%**

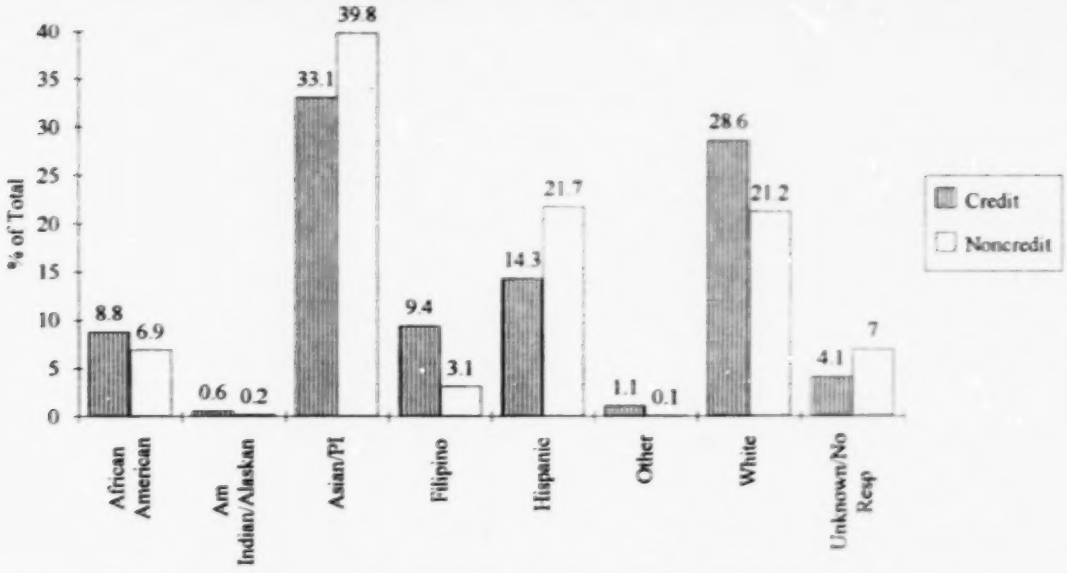
SOURCE: MIS Full-term Reporting (FTR) for Fall Semesters 1992-1993 (Report Run: 5/27/94)

NOTE: Full-term Reporting (FTR) includes students with at least 1/2 unit attempted or 8 hours of positive attendance.

Disability information is not yet being collected.

(Fall 94 Noncredit enrollment data is not available from the State's MIS reporting system at this time.)

1.3. Fall 1993 Enrollment by Ethnicity: Credit Compared to Noncredit (In Percentages)



SOURCE: MIS Full-term Reporting (FTR) for Fall Semester, 1992-1993 (Report Run: 5/27/94)

1.4. International Student Enrollment*

	Fall 1993		Fall 1994	
	Number	Percent	Number	Percent
Female	284	57.4%	354	56.1%
Male	211	42.6	277	43.9
TOTAL	**495**	**100%**	**631**	**100%**

SOURCE: ISIS IUT-15 Report, International Students - Fall 1993, Fall 1994 (Census Wk 1)

* Numbers are currently available for Credit students with F-1 Visas only.

1.5. Full-time* / Part-time Enrollment: CCSF Compared to CCC Statewide Total

	City College of San Francisco		CCC Statewide Total	
	Number	%	Number	%
Full-Time (Credit)	8,932	15.0%	347,689	25.3%
Part-Time (Credit)	18,742	31.5	838,199	60.9
Noncredit	31,870	53.5	190,677	13.8
TOTAL	**59,544**	**100%**	**1,376,565**	**100%**

SOURCE: CCC Report on Enrollment 1990-1993, November 1994.

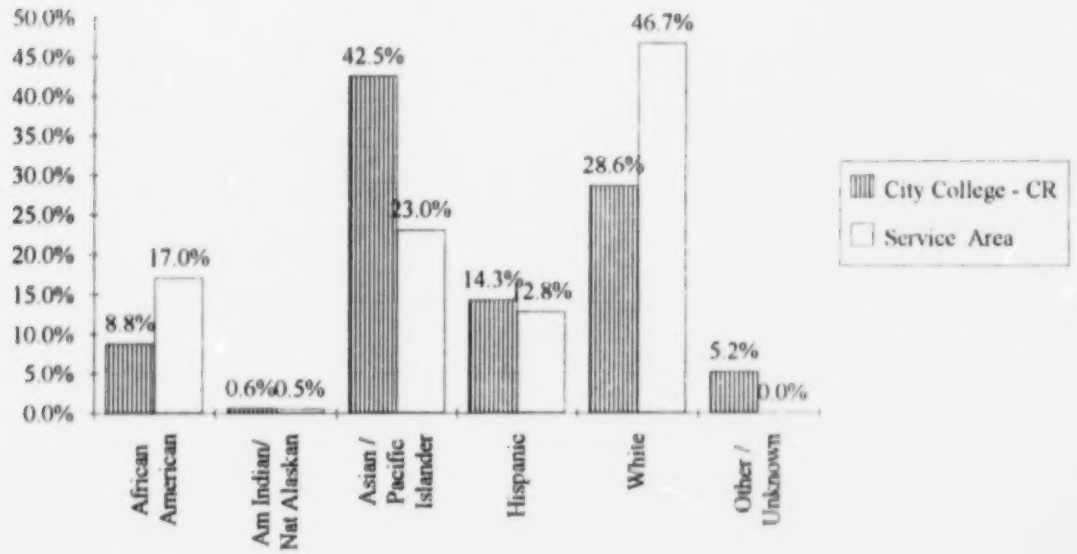
* Full-time is defined as 12 or more units.

The percentages to compare **credit enrollment only** to the State total would be 32.3% Full-time, and 67.7% Part-time CCSF students.

1.6. Enrollment by Ethnicity: CCSF Credit Student Body Compared to CCSF Service Area (18 and Older) *

	San Francisco	San Mateo (partial)	Alameda (partial)	Service Area Total	Credit Enroll. Fall 1993
GENDER					
Female	50.2%	51.4%	51.5%	**50.8%**	**54.1%**
Male	49.8%	48.6%	48.5%	**49.2%**	**45.8%**
ETHNICITY					
African American	9.7%	5.6%	31.0%	**17.0%**	**8.8%**
Am Indian/Alaskan	0.5%	0.7%	0.6%	**0.5%**	**0.6%**
Asian / Pacific Islander	27.1%	30.8%	14.6%	**23.0%**	**42.5%**
Hispanic / Latino	12.5%	20.7%	10.7%	**12.8%**	**14.3%**
White	50.2%	42.2%	43.1%	**46.7%**	**28.6%**

* City College's service area is determined by the zip code of residence of our student body. The service area consists of San Francisco city/county, and parts of San Mateo and Alameda counties. See Appendix A for a detailed description of City College's enrollment by zip code and its service area.



SOURCE: US Census Data, 1990 Population-18 and Older (San Francisco, CA PMSA; Oakland, CA PMSA)

NOTE: Filipinos are included in the Asian / PI category for Credit Enrollment so that the category can be compared to the Census "Asian/PI" category.

2. TRANSITION FROM HIGH SCHOOL / SOURCES OF NEW STUDENTS

The percentage of high school graduates enrolling within **two** years following graduation is useful information for planners. It can also be a leading indicator of the eventual total number of enrolling students.

- Credit enrollments for first time students of all ages has been declining since the Fall 1992 term. (Table 2.1).

- The number of first time Credit students from high school (age 20 and under) has been declining since the Fall 1992 term. First time enrollment dropped 29% from Fall 1993 to Fall 1994 from San Francisco Unified schools (Table 2.2).

- First time enrollments from San Francisco private high schools declined in Fall 1993, then went up 21% from Fall 1993 to Fall 1994. However, it should be noted that the cohort of students from private high schools is much smaller than the cohort from San Francisco Unified schools (Table 2.2).

- Chart 2.3 shows the breakout of Credit students based on their enrollment status. Most Credit students (66%) are continuing students.

2.1. Credit Enrollments: Historical sources of First Time Students, All Age Groups

FALL TERMS 1992-1994

	1992	1993	1994	% Change F93 to F94
San Francisco Unified High Schools	1,662	1,478	1,056	-40%
San Francisco Private High Schools	209	162	170	5%
TOTAL: San Francisco (Unified and Private)	**1,871**	**1,640**	**1,226**	**-34%**
San Mateo County High Schools	261	191	187	-2%
Other California High Schools (Public/Private)	388	315	353	11%
Other States	474	364	334	-9%
Outside U.S.	1,163	607	496	-22%
Unknown High School	588	459	364	-26%
TOTAL FIRST TIME STUDENTS*	**4,745**	**3,576**	**2,960**	**-21%**

SOURCE: ICN 44-Census Week, Fall 1990-Fall 1994.

* First time students have zero prior college units and are new to CCSF. Includes First Time CCSF students of all age groups.

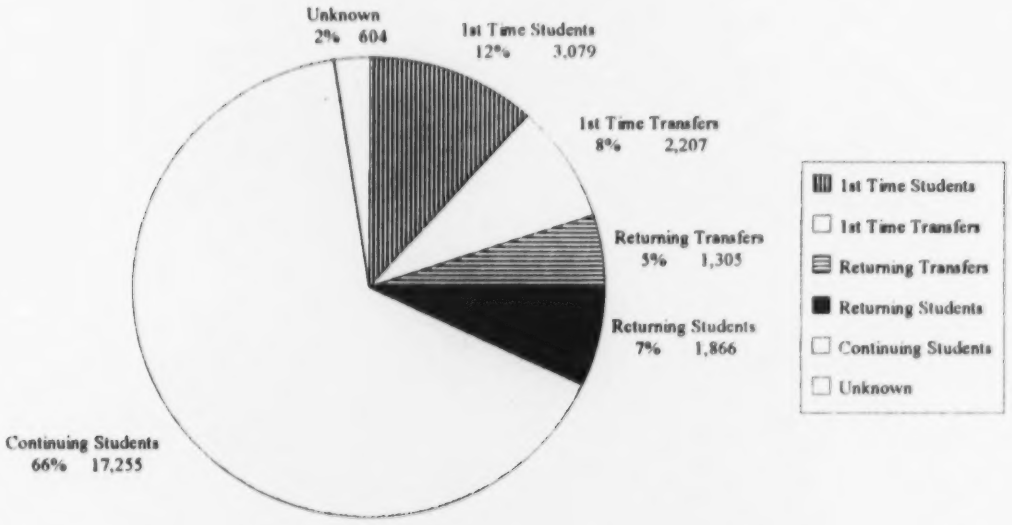
2.2. Number Of First Time Students, Fall 1992 - Fall 1994 (Credit Students Only)

	20 and Under			% Change
	Fall 1992	Fall 1993	Fall 1994	F93 to F94
San Francisco Unified Schools				
Balboa	118	88	47	-47%
Burton Academic	47	39	23	-41%
Center for Independent Study Alternative	10	4	5	25%
Downtown Continuation	17	7	7	0%
Galileo	120	171	109	-36%
Int'l. Studies Academy Alternative	21	24	19	-21%
Abraham Lincoln	152	172	148	-14%
Lowell Alternative	69	122	94	-23%
J. McAteer	94	103	58	-44%
Mission	112	83	56	-33%
Newcomer	4	0	3	300%
O'Connell Tech. Alternative	26	18	19	6%
Mark Twain	18	12	12	0%
Wallenberg Traditional Alternative	17	33	22	-33%
George Washington	214	213	161	-24%
Ida B. Wells Continuation	14	5	5	0%
Woodrow Wilson HS	60	30	23	-23%
Other SFUSD	73	50	24	-52%
TOTAL: San Francisco Unified	**1,186**	**1,174**	**835**	**-29%**
SF Private High Schools				
Immaculate Conception Academy	13	21	10	-52%
Lick-Wilmerding	1	1	2	100%
Mercy	15	15	14	-7%
Riordan	27	19	30	58%
Sacred Heart Cathedral / Prep.	44	24	39	63%
St. Ignatius College Prep.	11	8	12	50%
St. Paul's	5	2	17	750%
Other SF Private	27	19	8	-58%
TOTAL: San Francisco Private	**143**	**109**	**132**	**21%**
TOTAL SAN FRANCISCO COUNTY	**1,329**	**1,283**	**967**	**-25%**
SAN MATEO COUNTY HIGH SCHOOLS	180	135	132	-2%
OTHER CALIFORNIA	161	126	147	17%
OTHER UNITED STATES	85	61	66	8%
OUTSIDE UNITED STATES	140	107	72	-33%
UNKNOWN HIGH SCHOOL	147	222	133	-40%
GRAND TOTAL, 1ST TIME STUDENTS	**2,042**	**1,934**	**1,517**	**-22%**

SOURCE: ICN 44, Fall 1992 - 1994 (Fall 1994 Report Run 10/28/94).

NOTE: The high school listed is "last attended"; does not infer graduation. First time students are new to CCSF and have no prior college experience.

2.3. Student Status In Credit Programs (All Age Groups), Fall 1994 *



N = 26,316

SOURCE: ICN-46, Census Week - Fall 1994.

* Enrollment status is self-reported by students on the application for admission.

DEFINITIONS:

First Time Students: New to CCSF and have no prior college experience (includes concurrently enrolled high school students).

1st Time Transfers: New to CCSF with prior college experience at another institution.

Returning Transfers: Students who once attended CCSF, enrolled at another post-secondary institution and returned to CCSF.

Returning Students: Prior CCSF students who have not enrolled for at least one semester.

Continuing Students: Students enrolled the prior term.

2.4. Noncredit (from within the College)

Noncredit to Credit numbers are currently not available.

3. FINANCIAL AID

The number of students receiving aid and the amount of aid received (in dollars) per student are important indicators of access to financial assistance. **Note:** Not all students who need aid apply for it. There is no commonly accepted definition of what constitutes need.

- The total number of awards for the 1993-94 academic year was 24,337 for Credit students, up 18% from the 1992-93 academic year (Table 3.1).
- The amount of the Financial Aid awards in 1993-94 rose over $7 million dollars from 1992-93. Although the number of Noncredit awards dropped, the amount of the awards actually rose. (Table 3.2).
- Table 3.3 shows the number and amount of scholarships awarded for 1992-93 and 1993-94. The actual number of scholarships dropped, but the amount of the awards rose by over $4,000.

3.1. Number of Awards: 1992-93 Compared to 1993-94 (Duplicated)

CREDIT			NONCREDIT		
Fund Name	**1992-93**	**1993-94**	**Fund Name**	**1992-93**	**1993-94**
Pell Grant	3,405	4,310	Pell Grant	318	312
F.S.E.O.G.	1,227	1,290	F.S.E.O.G.	173	132
F.W.S.	1,505	1,549	F.W.S.	16	13
Perkins Loan	308	522	Cal Grant B	35	18
Cal Grant B	502	502	Cal Grant C	2	2
Cal Grant C	43	46			
Stafford Loan	283	305	**TOTAL**	**544**	**477**
Staff. Loan - UNS	9	13			
Summer CWS	174	148			
BOGG C-015	3,327	3,948			
BOGG - 115	647	564			
BOGG A	1,451	1,326			
BOGG B	7,753	9,814			
TOTAL	**20,634**	**24,337**			

SOURCE: CCSF Office of Financial Aid.

3.2. Amount of Financial Aid Awards: 1992-93 Compared to 1993-94

CREDIT			NONCREDIT		
Fund Name	**1992-93**	**1993-94**	**Fund Name**	**1992-93**	**1993-94**
Pell Grant	$4,215,786	$7,471,639	Pell Grant	$266,271	$413,743
F.S.E.O.G.	728,736	758,800	F.S.E.O.G.	67,580	66,208
F.W.S.	3,060,426	4,035,265	F.W.S.	21,433	23,196
Perkins Loan	390,132	457,009	Cal Grant B	32,292	16,920
Cal Grant B	600,176	694,311	Cal Grant C	786	1,872
Cal Grant C	17,655	22,451			
Stafford Loan	549,070	678,118	**TOTAL**	**$388,362**	**$521,939**
Staff. Loan - UNS	11,471	20,291			
Summer CWS	150,094	129,284			
BOGG C-015	681,898	1,195,272			
BOGG - 115	39,360	1,195			
BOGG A	88,463	161,079			
BOGG B	560,135	1,495,223			
TOTAL	**$11,093,402**	**$17,119,937**			

SOURCE: CCSF Financial Aid Office.

3.3. CCSF Scholarship Awards and Recipients Per Academic Year

NAME OF SCHOLARSHIP / FUNDING SOURCE	1992-93		1993-94	
	NUMBER	**AMOUNT**	**NUMBER**	**AMOUNT**
Community and Memorial Scholarships: Awarded by City College Scholarship Committee.	116	$65,865	112	$63,912
Organizational Scholarships: Awarded by City College organizations.	27	$4,875	31	$5,200
Departmental Scholarships: Awarded by academic departments.	249	$109,958	228	$119,274
Independent Scholarships: Awarded by philanthropic or unaffiliated organizations.	37	$22,595	22	$19,044
John Adams Campus Scholarships: Awarded to Noncredit students.	4	$1,000	4	$1,000
TOTAL	**433**	**$204,293**	**397**	**$208,430**

SOURCE: CCSF Scholarship Office.

4. CATEGORICAL PROGRAMS

The number of students served and average expenditure per student in categorical programs are measurements of educational assistance to students. Categorical programs serve specific populations of students who historically have not been served well by postsecondary institutions.
Note: As yet, there is no commonly accepted objective definition of educational need or a way to measure the amount of unmet need.

- Two-thirds of all EOPS students are between the ages of 18 and 25. Complete demographic information for EOPS students for the 1992-93 and 1993-94 academic years is presented in Table 4.1.
- The types of GAIN instruction and information on GAIN participants is reported in Table 4.2.
- Table 4.3. highlights gender and ethnicity information of DSPS participants for the 1992-93 and 1993-94 academic.

4.1. Extended Opportunity Program and Services (EOPS)

	1992-93		1993-94	
	Number	%	Number	%
GENDER:				
Male	1026	40.1	1111	41.9
Female	1530	59.9	1543	58.1
AGE:				
Under 18	17	0.7	14	0.6
18-25	1735	67.9	1800	67.8
26-35	553	21.6	569	21.4
36 +	251	9.8	271	10.2
ETHNICITY:				
African American	306	12.0	368	13.8
American Indian / Native Alskn.	20	0.8	18	0.7
Asian / Pacific Islander	1617	63.3	1608	60.6
Filipino	60	2.3	71	2.7
Hispanic / Latino	360	14.1	364	13.7
White	149	5.8	180	6.8
Other / Unknown	44	1.7	45	1.7
TOTAL	**2556**	**100%**	**2654**	**100%**

SOURCE: CCSF EOPS Office.

4.2. Greater Avenues for Independence (GAIN) Programs and Participants

	1992 - 93		1993 - 94	
	Number	%	Number	%
TYPE OF GAIN INSTRUCTION:				
Basic Education	395	77.2	388	76.4
Post-Assessment Training	101	19.7	116	22.8
Self-Initiated Program *			4	0.8
Unknown	16	3.1		
GENDER OF GAIN PARTICIPANTS:				
Female			432	85.0
Male			76	15.0
ETHNICITY:				
African American			198	39.0
American Indian / Native Alaskan			1	0.2
Asian / Pacific Islander			178	35.0
Filipino			9	1.8
Hispanic / Latino			102	20.1
White			19	3.7
Other / Unknown			1	0.2
TOTAL	**512**	**100%**	**508**	**100%**

SOURCE: CCSF GAIN Office.

* Some of the students reported under Post-Assessment Training may be Self-Initiated instead, but they are not regularly identified by Social Services.

4.3. Disabled Student Programs and Services (DSPS) Participants

	1992 -93		1993-94	
	Number	%	Number	%
GENDER:				
Female	670	47.9	589	43.9
Male	691	49.4	641	47.8
Unknown	38	2.7	112	8.3
ETHNICITY:				
African American	235	16.8	228	17.0
American Indian / Native Alaskan	23	1.6	19	1.4
Asian / Pacific Islander	191	13.7	188	14.0
Filipino	42	3.0	47	3.5
Hispanic / Latino	159	11.4	137	10.2
Other Non-White	25	1.7	28	2.1
White	656	46.9	548	40.8
Unknown / No Response	68	4.9	147	11.0
TOTAL	**1,399**	**100%**	**1,342**	**100%**

SOURCE: CCSF DSPS Office.

5. MATRICULATION

Matriculation services assist students in achieving their education goals through a combination of skills assessment in math, reading and writing; orientation to the college; and academic advising and counseling. All new and readmit credit students are required to participate in the matriculation process. The required components of matriculation are: admission, assessment, orientation, counseling and follow-up services. Students who are exempt from the matriculation process include: those who have already earned an A.A./A.S. degree or higher (U.S. accredited institutions only); students who plan to enroll in nine (9) units or fewer of courses with no prerequisites and does not plan to enroll in any Math, English or ESL courses to earn a degree or certificate from City College, or to transfer.

- The table below shows the number of students using three matriculation services: orientation, assessment, and counseling **who actually enrolled in classes** from 1991 through 1994.

Students Receiving Matriculation Services: 1994 Fiscal Year (Spring/Summer/Fall)

Service Group	Orientation	Assessment	Counseling	# Students	Percent
AAA	A	A	A	13,728	46%
AAB	A	A	B	3,698	12%
NNN	N	N	N	10,073	34%
NNP	N	N	P	2,413	8%

SOURCE: Office of Matriculation (Matriculation Main Tape). **29,912 (Total)**

Service Type

A: Student received initial placement counseling/advisement services.
P: Student received assistance in development of a Student Education Plan.
B: Student received initial placement counseling/advisement and Education Plan assistance.
N: Student did not receive initial placement counseling/advisement services.

Service Group

AAA: Received initial placement from Orientation/Assessment and Counseling
AAB: Received initial placement from Orientation/Assessment and both initial placement and Educational Plan from Counseling
NNN: Did not receive initial placement from Orientation/Assessment and Counseling
NNP: Did not receive initial placement from Orientation/Assessment, but received Educational Plan from Counseling

The figures included in the table above reflect the total number of students served by the matriculation process from 1991 through 1994 who actually enrolled in classes. The table also includes the number of students who have not received any services. Slightly half of the students enrolled during that time period had participated in one or more of the matriculation services.

Increasing the number of continuing students served by the matriculation process is a goal of the Matriculation Advisory Committee. Student educational plans are produced at counseling locations at all CCSF campuses, but current data collection of those numbers is limited.

6. BASIC SKILLS AND ENGLISH AS A SECOND LANGUAGE (ESL) ENROLLMENT

The number of students enrolled each year in basic skills and English as a Second Language courses affects the overall level of student skills at a campus and the quality and nature of instruction provided.

- Table 6.1. outlines the ethnicity of students placing in selected Basic Skills courses for the Fall 1993 and Fall 1994 semesters.
- Basic Skills enrollment is presented in Table 6.2. for Fall 1993 and Fall 1994. Many courses are at or over their total enrollment capacity (CAP).
- Information on Credit ESL students for the 1991 - 1994 Fall terms is reported in Table 6.3.

6.1. Ethnicity Of Students Placing In English & ESL Basic Skills Courses, Fall 1993-Fall 1994

	FALL 1993							
	ENGL 90 *		ENGL L		ESL G		ESL H	
Ethnicity	Number	%	Number	%	Number	%	Number	%
African American	375	20.6	111	27.1	0	0.0	1	0.3
Amer Indian / Alaskan	12	0.7	0	0.0	3	0.9	2	0.5
Asian / Pacific Islander	467	25.7	108	26.3	134	38.5	166	44.4
Filipino	235	12.9	59	14.4	16	4.6	20	5.3
Hispanic / Latino	299	16.4	76	18.5	80	23.0	67	17.9
Other Non-White	93	5.1	16	3.9	15	4.3	22	5.9
White	304	16.7	24	5.9	37	10.6	55	14.7
Unknown/No Response	34	1.9	16	3.9	63	18.1	41	11.0
TOTAL	**1,819**	**100%**	**410**	**100%**	**348**	**100%**	**374**	**100%**
	FALL 1994							
	ENGL 90 *		ENGL L		ESL G		ESL H	
Ethnicity	Number	%	Number	%	Number	%	Number	%
African American	337	21.6	124	29.9	4	1.0	3	1.0
Amer Indian / Alaskan	15	1.0	1	0.2	2	0.5	1	0.3
Asian / Pacific Islander	409	26.2	111	26.7	157	42.1	158	52.7
Filipino	226	14.5	40	9.6	17	4.6	11	3.7
Hispanic / Latino	258	16.5	84	20.2	80	21.4	49	16.3
Other Non-White	76	4.9	14	3.4	19	5.1	18	6.0
White	211	13.5	23	5.6	37	10.0	44	14.7
Unknown/No Response	27	1.7	18	4.4	57	15.3	16	5.3
TOTAL	**1,559**	**100%**	**415**	**100%**	**373**	**100%**	**300**	**100%**

SOURCE: CCSF Matriculation Office.

* Formerly English 5A. (Comparable Placement and Basic Skills information was not available for Math courses)

6.2. Basic Skills Enrollment (Credit Courses), Fall 1993 - Fall 1994

Course:	Fall 1993		Fall 1994	
	Census Enrollment	Total CAP	Census Enrollment	Total CAP
BSMA G	130	135	122	130
BSMA H	226	310	215	250
BSMA J	117	120	90	120
CHEM C	72	80	70	70
DSPS M *	*(19)*	15	*(23)*	60
DSPS O *	*(38)*	15	*(53)*	15
DSPS P *	*(19)*	15	*(18)*	30
DSPS Q *	*(10)*	15	*(30)*	30
DSPS R *	*(13)*	15	*(9)*	15
ENGL 90 (ENGL 5A)	799	775	782	837
ENGL 92 (ENGL 5B)	430	434	440	434
ENGL K	228	232	132	116
ENGL L	259	261	189	203
ENGL S	21		26	
ENGL T	24		17	30
ENGL W *	*(51)*	90	*(45)*	90
ESL G	80	84	28	25
ESL H	171	168	154	185
ESL 1CS	237	270	178	185
ESL 1GW	298	280	228	200
ESL 1RV	356	450	262	275
ESL 2CS	298	300	262	255
ESL 3CG			90	93
ESL H-A	22	28	19	25
ESL 1GWR	81	84	111	118
GUID G *	*(21)*			
GUID R *	*(74)*	150	*(242)*	450
LERN P *			*(1)*	30
LERN R *			*(3)*	30
LERN T *	*(413)*			
MATH E *	471	725	492	770
	(353)		*(315)*	
MATH S	33		41	
TOTAL (Census Week Enrollment)	**4,353**		**3,948**	

SOURCE: IMC-21, Basic Skills Only - Fall 93-Fall 94 (Report Run: 11/94).

* Census Week enrollment numbers are not available for these courses (Some Census Week numbers were available for Math E). Instead, beginning enrollment numbers are provided, but should be considered estimates of actual enrollment.

6.3. Gender and Ethnic Distribution of Credit ESL Students, Fall 1991 - Fall 1994

	Fall 1991	Fall 1992	Fall 1993	Fall 1994
GENDER:				
Male	1,405	1,485	1,613	1,494
Female	1,818	2,060	2,156	2,095
ETHNICITY:				
African American	28	31	33	30
American Indian / Native Alaskan	0	2	4	10
Asian	2,154	2,349	2,296	2,160
Filipino	168	201	262	174
Hispanic / Latino	427	484	555	495
Other, Non-White / Unknown	301	305	369	424
White	145	173	250	296
TOTAL	**3,223**	**3,545**	**3,769**	**3,589**

SOURCE: IUT-15, Race Report.

IMPLICATIONS: STUDENT ACCESS

City College continues to be one of the state's leading institutions for students seeking adult basic education and /or postsecondary programs. College enrollments are among the highest in the nation, but CCSF faces a set of critical problems:

First, enrollments in both credit and noncredit programs continue to decline with significant drops in first time freshmen, especially from the San Francisco Unified School District. SFUSD has historically been one of the important feeders of student enrollments to CCSF.

Second, the number of students receiving educational plans through the matriculation process needs to be increased. As we continue to serve our incoming student population, we must also increase our follow-up efforts with continuing students. Implementing an Early Alert system and/or Midterm grade reports, increasing the number of student retention programs, and increasing student access to information in their files are examples of follow-up efforts that can be addressed in the immediate future.

Third, the demand for basic skills courses appears to be larger than the supply as suggested by the data in Table 6.2 on Basic Skills Enrollment (page 18).

Fourth, the number of continuing students in the credit program (66%) for the Fall 1994 term is significantly higher than the statewide average. One explanation for such a high percentage may be the inability of students to complete their educational goals in a timely manner. This may be because students cannot get access to the appropriate courses at the appropriate times, or because they are not certain as to what their educational goals are. In addition, almost 68% of CCSF's credit students are part-time mainly because most of our students need to work while attending college.

College planning should address the issue of student recruitment, especially in the SFUSD high schools; the problem of access to basic skills and other "gateway" courses in the college curriculum; and the significance of the high numbers of continuing students in the college credit programs.

CHAPTER TWO

STUDENT SUCCESS

The success of students in meeting their educational goals is the foremost objective of CCSF faculty and staff. As outlined in the institutional mission statement, the College seeks to meet student needs by offering Associate degrees, certificate courses, transfer education to four year colleges and universities, training and retraining for new employment opportunities; English as a Second Language; remedial and literacy development, adult high school education, and programs designed for the re-entry student. The performance indicators for student success as defined by the State Chancellor's Office are:

1. Course Completion
2. Persistence
3. Completion
4. Completion By Field of Study
5. Transfer
6. Job Placement

Master Plan Goals related to Student Success

Goal 1.1:	Promote educational excellence to meet student needs.	*(All indicators)*
Goal 1.2:	Refine current and develop new vocational programs for the 21st century Bay Area work force.	*(Job Placement)*
Goal 1.3:	Continue the integration of college credit and noncredit programs.	*(Persistence)*
Goal 1.6:	Continue to assist students seeking transfer to four-year institutions.	*(Transfer)*

Student Equity Indicators

Improving Course Completion:

Ratio of the number of courses that students actually complete by the end of the term to the number of courses in which students are enrolled on the census day of the term. *(Course Completion)*

Improving Degree and Certificate Completion:

Ratio of the number of students who receive a degree or certificate to the number of students with the same informed matriculation goal. The total number of degrees and certificates awarded and the ethnic distribution of the recipients. *(Completion)*

Improving the Transfer Rate:

The ratio of the number of new students who earn 6 or more transferable units during the first college year and who also stated at entry their intent to transfer, to the number of students who transfer after one or more (up to eight) years. The combined number who transfer to a CSU or UC campus each fall term, and the ethnic distribution (full-year) of the transfer students. *(Transfer)*

1. COURSE COMPLETION

Course grades are a means of measuring student attainment of course goals and a commonly accepted student outcome.

In the "Guidelines for Developing Student Equity Plans", the State Chancellor's Office suggests using the following definition for course completion. "successful" course completion of a credit course for which a student receives a recorded grade of A, B, C or Cr. For purposes of determining the number enrolled in a course, it is suggested that this mean the total number of students who receive a recorded grade of A, B, C, D, F, Cr, No-Credit, I or W.

- The overall percentage for City College Credit course completion of C or Better for Fall 1993 was 80.5%. The D or better course completion was 86.4% for Fall 1993.
- The statewide average for Course Completion: Credit C or Better was 86% for the Fall 1993 term.
- The following tables show the course completion rates of C or better, and D or better for each school (Credit only) Fall 1992 and Fall 1993 numbers. Missing data results when subjects are combined with others during one of the terms, courses are not offered one term, new courses are created, etc.

School of Health and Physical Education	C or Better		D or Better	
	Fall 1992	Fall 1993	Fall 1992	Fall 1993
Dental Assisting	91.2%	83.5%	99.1%	90.7%
Dental Lab Technology	91.3%	84.2%	96.1%	88.2%
Diagnostic Medical Imaging		98.8%		99.2%
Health Care Technology:				
EKG Technician	85.1%	52.1%	87.4%	52.1%
Emergency Medical Technician		92.8%		95.3%
Fire Science Technology	85.7%	91.2%	86.5%	92.1%
Health Information Technology	90.6%	90.1%	95.8%	95.9%
Medical Assisting	95.0%	93.5%	99.0%	95.3%
Health Sciences	80.2%	82.8%	87.3%	88.1%
Nursing (LVN)	93.2%	93.5%	95.3%	96.9%
Nursing (RN)	94.2%	92.3%	98.8%	97.4%
Physical Ed - North	87.3%	81.0%	88.7%	83.0%
Physical Ed - South	90.3%	93.7%	91.9%	95.0%
Radiology-Oncology	93.4%	98.3%	94.8%	98.3%
TOTAL	**89.8%**	**87.7%**	**93.4%**	**90.5%**

SOURCE: ICL-80 (Final Grade Distribution Report), Fall 1992 and Fall 1993.

School of Applied Science & Technology	C or Better		D or Better	
	Fall 1992	Fall 1993	Fall 1992	Fall 1993
Administration of Justice	74.9%	80.4%	78.2%	85.1%
Aircraft Maintenance	98.8%	89.4%	99.8%	90.4%
Apprenticeships		92.0%		96.0%
Automotive Technology	78.4%	77.4%	84.4%	83.4%
Consumer Arts & Sciences	83.2%	78.5%	85.8%	82.7%
Environmental Horticulture & Floristry:				
Ornamental Horticulture	81.8%	88.5%	85.8%	90.0%
Retail Floristry	91.8%	86.6%	92.4%	88.3%
Hotel and Restaurant	92.4%	94.2%	94.6%	95.9%
Labor Studies	87.8%	84.8%	88.3%	85.2%
TOTAL	**86.1%**	**85.8%**	**88.7%**	**88.6%**

SOURCE: ICL-80 (Final Grade Distribution Report), Fall 1992 and Fall 1993.

School of Business	C or Better		D or Better	
	Fall 1992	Fall 1993	Fall 1992	Fall 1993
Accounting		84.0%		91.7%
Business English		88.2%		95.3%
Business Math		65.9%		70.5%
Commercial Law		81.7%		95.2%
Court Reporting		42.2%		43.5%
Fashion		77.1%		79.8%
Finance		57.4%		63.8%
General Business	76.1%	71.8%	79.9%	82.5%
International Business		82.9%		83.8%
Legal Assisting	84.4%	82.1%	86.2%	83.3%
Marketing		81.1%		91.6%
Microcomputer Appl in Business		88.6%		93.8%
Real Estate		74.8%		80.4%
Small Business		76.8%		76.8%
Supervision		85.5%		97.1%
Transportation and Travel		100.0%		100.0%
Word Processing		81.3%		84.8%
Work Experience		66.9%		66.9%
TOTAL	**80.3%**	**77.1%**	**83.1%**	**82.3%**

SOURCE: ICL-80 (Final Grade Distribution Report), Fall 1992 and Fall 1993.

School of Sciences & Mathematics	C or Better		D or Better	
	Fall 1992	Fall 1993	Fall 1992	Fall 1993
Architecture	88.3%	91.1%	93.0%	94.7%
Astronomy	80.3%	84.3%	88.4%	88.9%
Biology:				
Anatomy	80.1%	75.3%	89.4%	82.8%
Biology	86.7%	86.9%	89.9%	91.4%
Botany	93.8%	96.6%	96.9%	96.6%
Genetics	77.1%	77.2%	81.3%	86.0%
Microbiology	78.0%	77.7%	85.0%	84.2%
Nutrition	63.9%	68.4%	78.7%	81.6%
Physiology	87.8%	85.5%	95.0%	93.0%
Zoology	88.0%	80.8%	92.0%	84.6%
Chemistry	82.2%	75.1%	89.3%	83.4%
Computer Information & Science	74.8%	72.0%	81.3%	77.6%
Earth Sciences:				
Geography	84.1%	82.7%	90.6%	85.4%
Geology	86.2%	77.5%	96.6%	86.5%
Oceanography	81.3%	85.7%	84.4%	97.1%
Engineering:				
Engineering	94.6%	91.5%	96.9%	95.1%
Engineering Technology	83.0%	84.2%	88.7%	90.4%
Technology	84.2%		88.5%	
Mathematics	62.3%	65.7%	70.7%	74.7%
Physical Science	90.9%	70.0%	95.5%	75.0%
Physics	83.9%	88.9%	88.9%	94.5%
TOTAL	**82.5%**	**80.9%**	**88.6%**	**87.2%**

SOURCE: ICL-80 (Final Grade Distribution Report), Fall 1992 and Fall 1993.

School of International Education & ESL	C or Better		D or Better	
	Fall 1992	Fall 1993	Fall 1992	Fall 1993
ESL (Credit)	83.2%	83.7%	94.7%	95.2%
TOTAL	**83.2%**	**83.7%**	**94.7%**	**95.2%**

SOURCE: ICL-80 (Final Grade Distribution Report), Fall 1992 and Fall 1993.

School of Liberal Arts	C or Better		D or Better	
	Fall 1992	Fall 1993	Fall 1992	Fall 1993
Art	83.6%	87.7%	86.5%	90.0%
Broadcasting	67.2%	74.2%	78.9%	80.5%
English:				
Classics	81.3%	42.9%	87.5%	42.9%
English	78.5%	77.2%	86.8%	86.4%
Humanities	85.3%	84.7%	89.8%	89.7%
Speech	89.5%	88.9%	93.1%	94.5%
Film	78.0%	82.4%	83.4%	88.1%
Foreign Languages:				
Chinese	88.2%	89.0%	90.5%	90.0%
French	81.9%	82.4%	85.3%	85.9%
German	83.7%	76.1%	87.7%	80.7%
Greek	51.6%	65.6%	51.6%	65.6%
Hebrew	91.3%		91.3%	
Italian	73.4%	80.6%	78.5%	83.5%
Japanese	81.7%	86.6%	84.8%	90.5%
Pilipino	98.0%	89.7%	98.0%	89.7%
Russian	86.6%	93.1%	87.3%	93.1%
Spanish	80.3%	83.2%	83.8%	88.6%
Gay & Lesbian Studies	39.5%	58.5%	39.5%	60.0%
Graphic Communications	88.2%	74.4%	91.2%	76.4%
Journalism	65.5%	75.0%	69.0%	83.3%
Music	84.3%	81.1%	86.6%	84.9%
Photography	71.6%	73.4%	76.5%	78.6%
Theater Arts	82.1%	87.8%	86.1%	92.1%
TOTAL	**78.8%**	**78.8%**	**82.3%**	**82.5%**

SOURCE: ICL-80 (Final Grade Distribution Report), Fall 1992 and Fall 1993.

School of Library & Learning Resources	C or Better		D or Better	
	Fall 1992	Fall 1993	Fall 1992	Fall 1993
Library Info Technology	94.4%	60.7%	94.4%	61.8%
Library Orientation	65.2%	89.1%	66.7%	91.1%
TOTAL	**79.8%**	**74.9%**	**80.6%**	**76.5%**

SOURCE: ICL-80 (Final Grade Distribution Report), Fall 1992 and Fall 1993.

School of Behavioral & Social Sciences	C or Better		D or Better	
	Fall 1992	Fall 1993	Fall 1992	Fall 1993
African American Studies	100%		100%	
Asian American Studies	88.0%	94.4%	95.4%	94.8%
Behavioral Sciences:				
Anthropology	82.9%	86.6%	85.0%	90.3%
Psychology	79.6%	72.0%	85.3%	79.6%
Sociology	65.5%	70.3%	73.0%	77.9%
Child Development	93.7%	93.6%	94.5%	96.9%
Disabled Students Programs & Services	61.7%	76.8%	61.7%	76.8%
Guidance	80.1%	39.4%	80.8%	39.4%
Interdisciplinary Studies	79.7%	70.7%	81.2%	74.1%
Learning Assistance	77.3%	70.4%	79.5%	75.4%
Parent Education	60.3%		60.3%	
Philippine Studies	82.1%	88.5%	82.1%	88.5%
Social Sciences:				
American Civilization	85.6%	82.4%	90.0%	82.4%
Economics	81.5%	83.8%	88.4%	91.4%
History	72.8%	71.0%	82.5%	79.6%
Philosophy	83.4%	88.7%	83.7%	88.7%
Political Science	80.3%	74.3%	88.2%	85.2%
Student Leadership	100%	100%	100%	100%
TOTAL	**80.8%**	**78.9%**	**84.0%**	**82.6%**

SOURCE: ICL-80 (Final Grade Distribution Report), Fall 1992 and Fall 1993.

2. PERSISTENCE

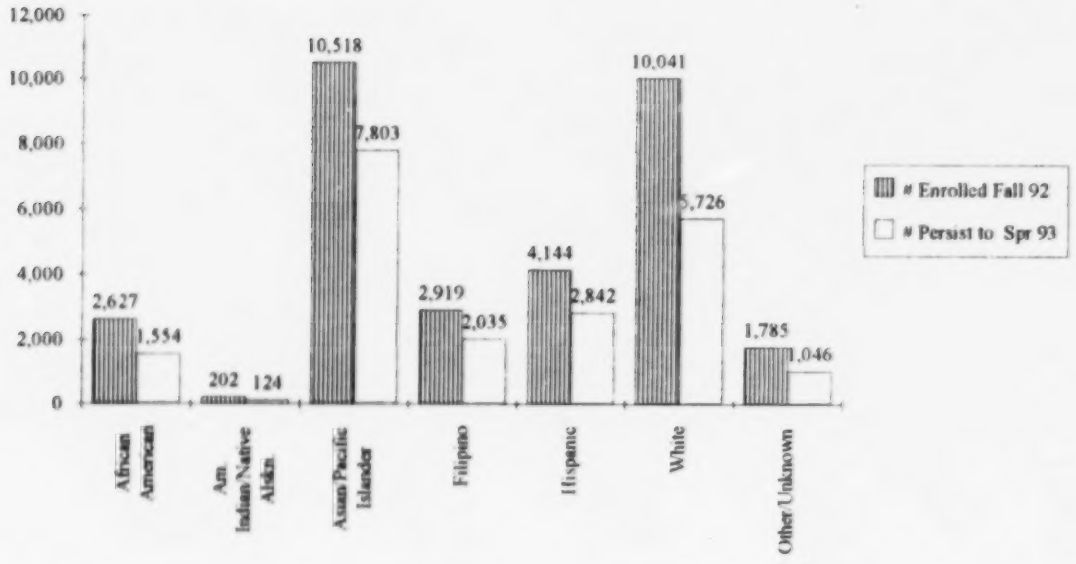
The number of credit students who are enrolling for two consecutive terms (i.e. who enroll in the Fall and persist to enroll again in the Spring) indicates commitment to a longer-term educational goal and to meeting specified requirements for a certificate degree, or transfer.

- Table/Graph 2.1 shows the number of Credit students enrolled in Fall 1992 who persisted to the Spring 1993 term. City College's overall persistence rate for Fall 92 to Spring 93 was **65.5%**, which is higher than the statewide average of **48.5%** for the same time period.

2.1. Fall to Spring Persistence, Credit Students Only

	# Enroll in Fall 1992	# Persist To Spring 1993	% Persist CCSF-Credit	% Persist Statewide CR
African American	2,627	1,554	59.2%	47.2%
American Indian / Native Alaskan	202	124	61.4%	49.0%
Asian / Pacific Islander	10,518	7,803	74.2%	52.7%
Filipino	2,919	2,035	69.7%	53.9%
Hispanic / Latino	4,144	2,842	68.6%	49.4%
White	10,041	5,726	57.0%	48.4%
Unknown	1,785	1,046	58.6%	37.6%
TOTAL	**32,236**	**21,130**	**65.5%**	**48.5%**

NOTE: Students who do not persist from Fall to Spring term may be graduates, transfer students, or others who have attained their educational goal.



SOURCE: CCC State Chancellor's Office, MIS data (Full term reporting as of 10/94).

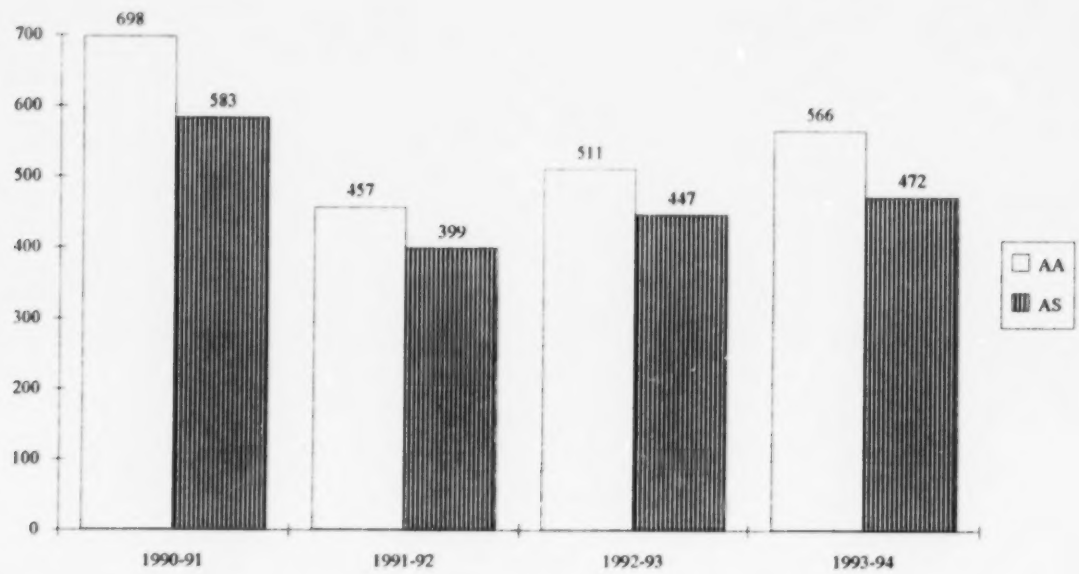
3. COMPLETION

Attainment of a degree or certificate which depends on access, student persistence, and the instructional program is an important student outcome.

- The number of AA/AS degrees awarded in the 1991-92 academic year declined from the previous year, but has been steadily on the rise since. The number of AA/AS degrees awarded is up 8% from 1992-93 to 1993-94. (Graph 3.1)
- Chart 3.2 shows the number of degrees awarded by ethnicity for the 1993-94 academic year. The distribution is proportionate to the Fall 1993 Credit enrollment by ethnicity.
- Table 3.3. shows the number of GED examinees for 1993.

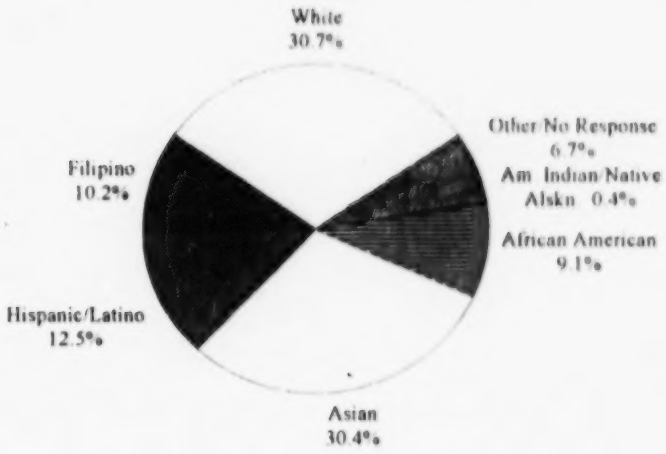
3.1. Number of Associate Degrees Awarded by Academic Year

Academic Year	Total Degrees Awarded
1990 - 91	1,281
1991 - 92	856
1992 - 93	958
1993 - 94	1,038



SOURCE: CCSF Office of Admissions and Records

3.2. Degrees* Awarded By Ethnicity, 1993-94 Academic Year



SOURCE: CPEC 1993-94 Degrees By Discipline Report (Report Date: 12/22/94).

* Degrees include Associate Degrees (78% of the total), Certificates: Under 1 year (1%), and Certificates: More than two years (21%).

3.3. GED (High School Equivalency)

A total of 1,489 people took a GED exam in 1993. Each examinee takes five subtests (Literature, Mathematics, Science, Social Studies, and Writing) and attends at least four testing sessions. Of the 1,489 examinees, 844 received a GED certificate[1]. 831 of these GED certificate recipients stated that they took the GED to continue their education at the college level or in a training program.

1993 GED Examinees (Unduplicated) by Age

19 and Under	446
20 - 24	470
25 - 29	234
30 - 34	156
35 - 39	89
40 - 49	74
50 and Over	20
TOTAL	**1,489**

SOURCE: CCSF GED Office.

[1] Examinees who did not receive a certificate in 1993 may not have completed the entire GED testing process during that year.

4. COMPLETION BY FIELD OF STUDY

The number of students who initially seek an associate degree in specific fields of study and attain their goal within two, three, four, or more years of initial enrollment.

City College does not currently report completion by a specific field of study. Although the California Postsecondary Education Commission (CPEC) publishes a report of degrees awarded by field of study, over 57% of degrees awarded in the 1993-94 academic year at CCSF were in the category, "General Studies". The College is working towards making the reporting of this measure more accurate.

5. TRANSFER

The number of students who transfer to the University of California or California State University system within two, three, four, or more years. Transfer is one primary mission of community colleges and an important student outcome measure.

- The number of transfers to CSU, UC and Independent Institutions has been increasing since the Fall 1991 term. (Table 5.1)
- Table 5.2 shows City College transfers to CSU and UC by ethnicity for the past three academic years. Transfers are low for African Americans and Hispanic/Latinos to the UC system.
- CCSF has a transfer rate of 26.35% according to the 1994 Transfer Assembly study. This compares to an average transfer rate of 19% for California Community Colleges, and a national community college transfer rate of 22%. (see section 5.3)
- Using the Berman/Weiler transfer rate formula, CCSF has a transfer rate of 18.71% for the 1989-90 school year. The average transfer rate for all large community colleges is 15%. (see section 5.4)

5.1. City College Transfers to California State University, University of California and Independent Institutions, Fall 1990 - Fall 1993

	Fall 1990	Fall 1991	Fall 1992	Fall 1993
California State University	795	670	678	721
University of California	185	139	160	213
Independent Institutions*	27	49	61	51
TOTAL	**1,007**	**858**	**899**	**985**

SOURCE: CPEC Student Profiles, December 1994.

NOTE: Fall Term numbers are used because they account for approximately two-thirds of Annual Transfer Totals.

* Only includes regionally accredited independent colleges and universities.

5.2. Ethnicity of City College Transfers to California State University and University of California, Academic Years 1991-92 through 1993-94

	1991-92		1992-93		1993-94	
	CSU	UC	CSU	UC	CSU	UC
African American	74	6	71	6	80	4
American Indian / Native Alaskan	3	1	9	0	4	3
Asian / Pacific Islander	472	102	469	89	512	132
Filipino	62	5	63	7	56	12
Hispanic / Latino	82	13	90	16	103	15
White	245	82	235	60	191	81
Other / No Response	180	18	157	14	186	22
TOTAL	**1,118**	**227**	**1,094**	**192**	**1,132**	**269**

SOURCE: CPEC Student Profiles, December 1994.

5.3. Transfer rate as defined by The Transfer Assembly (Center for the Study of Community Colleges, UCLA):

The Center for the Study of Community Colleges (UCLA) has completed the 1994 Transfer study. Last Fall, the City College Offices of Research and Information Technology Services (ITS) assembled a file of all students with no previous college experience who entered CCSF for the first time in Fall 1988, and earned at least twelve credits at CCSF. The Center selected out from those students the number and percentage who by Fall 1992 took at least one class at CSU or UC. Below are the results of the 1994 study, and also the results from the 1990 study which followed the cohort of students entering CCSF in 1984.

CCSF has a total transfer rate of **26.35%** according to the 1994 Transfer Assembly study. This means that 26.35% of the students who were first time freshmen in the Fall of 1988 transferred to a UC or CSU campus, and had taken at least one class by the Fall of 1992. That compares favorably with the overall California community college transfer rate of 19%, and with the national community college transfer rate of 22%.

Percent Of Students Transferring By Ethnicity

YEAR OF STUDY	*AFRICAN AMERICAN*	*LATINO*	*NATIVE AMERICAN*	*ASIAN / PAC. ISLANDER*	*WHITE*	*TOTAL*
1994	14.5% (23)*	10.4% (25)	20.0% (3)	35.0% (398)	17.4% (68)	26.35% (532)
1990	24.3% (44)	13.7% (27)	0.0% (0)	Not Available	33.0% (148)	26.4% (219)

*example: 14.5% of African Americans in the 1988 cohort took at least one course at CSU or UC by Fall 1992. The actual number (23) of African American students transferring follows the percentage.

5.4. Transfer rate as defined by "The California Transfer Rate Study" (Berman/Weiler):

Based on the transfer rate formula developed by the Berman/Weiler Associates, City College of San Francisco has a transfer rate of **18.71%** for the 1989-90 academic year. This means that 18.71% of those students leaving City College in the Fall of 1989 transferred to either a CSU or UC campus. CCSF ranks second among the large urban community colleges in the state that participated in the study, and seventh for all large community colleges. The average transfer rate for large community colleges is 15%.

Berman/Weiler Associates defines a transfer rate as the number of Transfers divided by the number of Leavers (non-re-enrolling students) from one Fall term to the next, excluding students with B.A.s or those concurrently attending or on leave from a four-year university.

$$\text{Transfer Rate} = \frac{\text{Transfers}}{\text{Leavers}}$$

This definition identifies the transfer rate as the answer to the question: "What percentage of students leaving a community college go on to four-year institutions?"

6. JOB PLACEMENT

The number of students placed in jobs, or who achieved job advancement within six months of degree or certificate award.

The Office of Vocational Education conducted a follow-up survey of their vocational education students during the Fall 1994 term. Results from the survey will be available during the Spring 1995 term, and will be published as an addendum to the Accountability Atlas.

IMPLICATIONS: STUDENT SUCCESS

The data from this chapter indicates that the college does not have sufficient indicators of student outcomes and success. More are needed. Additional resources will have to be invested in a student outcome information system to provide data on program completion; job placement success; tracking of cerficates and awards granted; and measures of student learning and success.

City College continues to be one of the leading transfer institutions in the nation. CCSF has high absolute number of transfer compared to other community colleges (please see the Office of Institutional Research & Planning's "CCSF Transfer Data" report), as well as high transfer rates as defined by the UCLA Center and B/W Associates. But CCSF is not doing well transferring African American and Hispanic/Latino students to the UC system. College planning must address the need to improve the transfer rates of African American and Hispanic students, and should look at the factors which may contribute to these low numbers. In addition, the college should track transfers to private and independent institutions to gain a more accurate picture of the college transfer function.

CHAPTER THREE

STUDENT SATISFACTION

An essential measure of institutional effectiveness is the student's level of satisfaction as consumers of educational programs and services. The State Chancellor's Office delineates five student satisfaction indicators. Student expectations and satisfaction must be assessed for the following areas:

1. Access
2. Instruction
3. Instructional / Support Services
4. Student Services
5. Facilities

Master Plan Goals Related to Student Satisfaction

Goal 2.3:	Improve services to students in order to promote persistence.	*(Student Services)*
Goal 2.6:	Provide services for students making the transition from City College to the workplace or to a four-year college.	*(Student Services)*
Goal 3.1:	Improve access to campus facilities.	*(Facilities)*

STUDENT CAMPUS SURVEY RESULTS (PROGRAM REVIEW, FALL 1994)

As part of the Fall 1994 Program Review, a survey was administered to students at the campuses (questionnaires were not administered on the Phelan campus). The survey was developed by the Campus deans in conjuction with the Office of Institutional Research & Planning. The following questions from the survey pertain to student satisfaction regarding Access, Instruction and Instructional Services. The Office of Institutional Research & Planning will be releasing a more detailed report on the Campus survey findings this Spring. Students in a range of course types were surveyed, as shown below. Information about course type was not provided for all surveys, so percentages do not add up to 100% (i.e. Day: 66% and Evening: 17.4% combined does not add up to 100%).

Please note that almost 78% of the responses are from students enrolled in Noncredit courses.

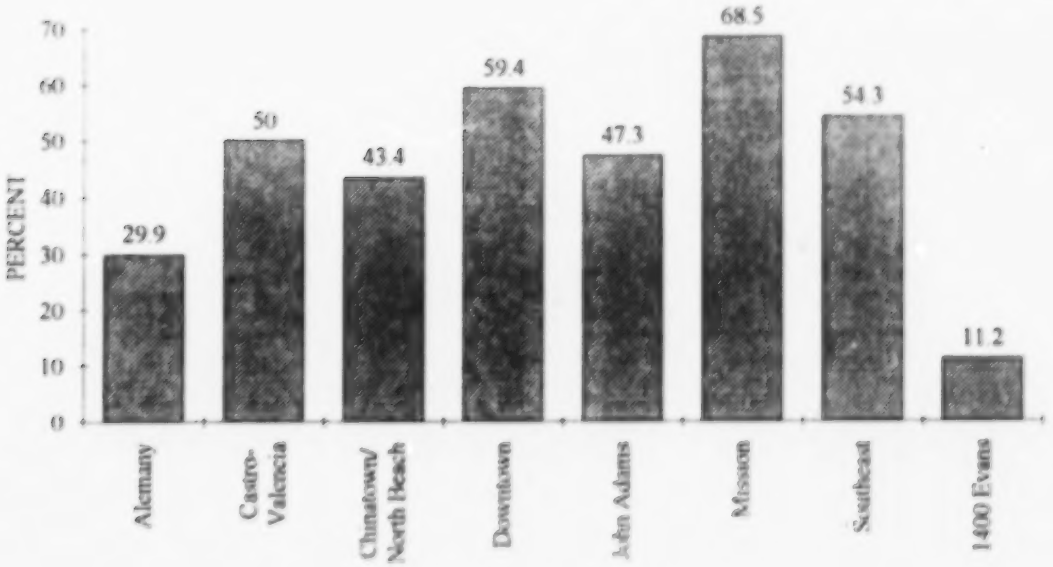
COURSE TYPE: (% of students who completed surveys by course type)

Noncredit	77.9%
Credit	9.6%
Day	66.0%
Evening	17.4%
ESL course	55.8%

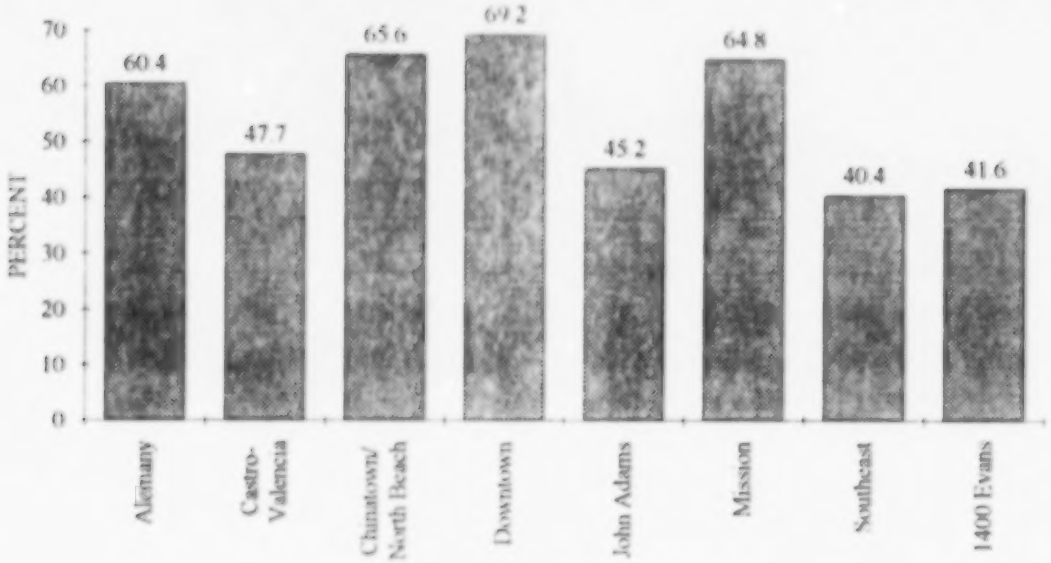
I. ACCESS

- Of the students surveyed at the Mission campus, 68.5% selected that campus because it was easy to get to.
- More students surveyed **always** feel safe on the Downtown campus (69.2%) than on any other campus.
- Approximately 61% of the students surveyed at the Downtown and Mission campuses **always** feel safe getting to each of those campuses.

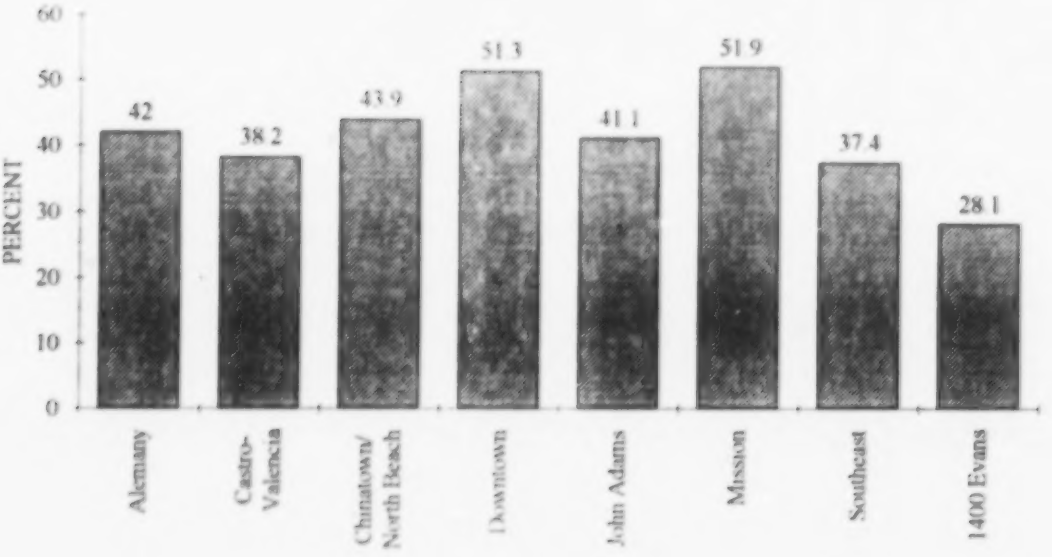
Why did you select this campus?
Response: Easy to get to this location.



Do you feel safe on this campus?
Response: ALWAYS



Do you feel safe while getting to this campus?
Response: ALWAYS



2. INSTRUCTION

- Over half of the students surveyed overall (53.5%) gave the instruction at their campus an A.

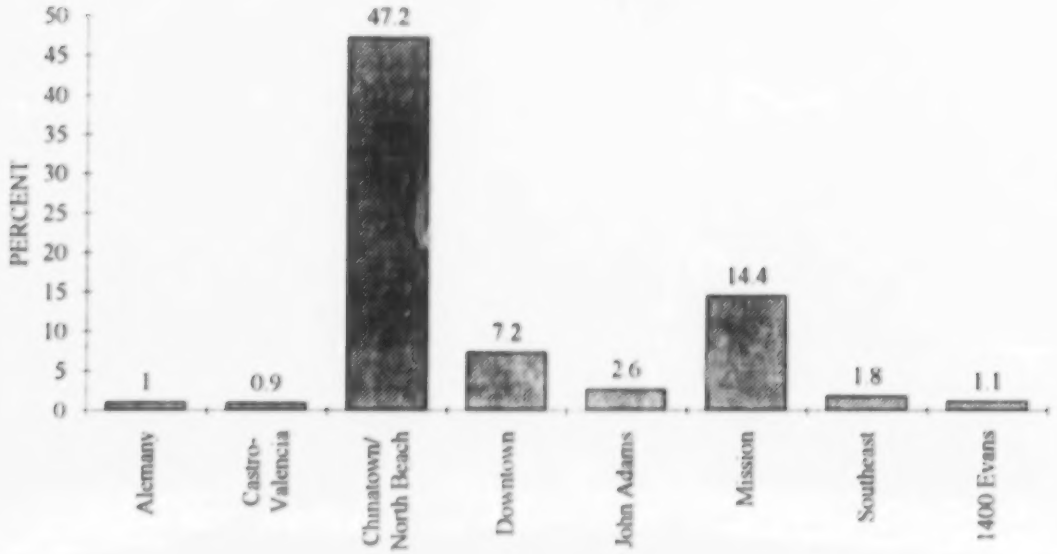
Grade Instruction:

	A	B	C	D	F	Don't Use / Not Appl.
Alemany	65.3	23.6	8.0			3.0
Castro-Valencia	62.4	20.2	3.7			13.8
Chinatown/North Beach	62.1	28.6	5.5	0.6	1.0	2.2
Downtown	52.9	33.3	5.6	1.0	0.4	6.8
John Adams	43.3	36.9	12.7	1.9	0.4	4.7
Mission	59.5	23.6	7.7	1.4	0.4	7.4
Southeast	52.6	24.9	11.3	1.4	1.9	8.0
1400 Evans	42.0	40.9	9.1	3.4		4.5
ALL CAMPUSES	**53.5**	**30.8**	**8.6**	**1.2**	**0.6**	**5.4**

3. INSTRUCTIONAL / SUPPORT SERVICES

- Almost half of the students surveyed at Chinatown / North Beach selected the campus because of the bilingual support available there.

Why did you select this campus?
Response: Bilingual support.



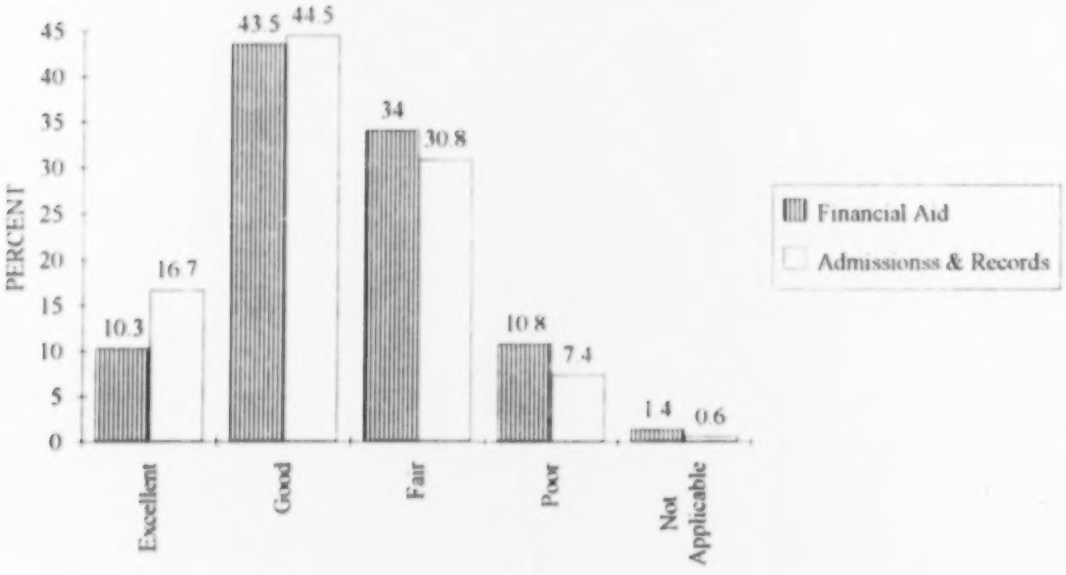
FINANCIAL AID AND ADMISSIONS & RECORDS SURVEY RESULTS (PROGRAM REVIEW, FALL 1994)

Financial Aid and Admissions & Records Student Satisfaction surveys were completed in the Fall 1994 semester as part of Program Review. The surveys were developed by the Office of Institutional Research & Planning in conjunction with the offices of Financial Aid and Admissions & Records. The following charts show a comparison of Financial Aid and Admissions & Records survey results for common questions asked on both surveys. A more comprehensive report about the survey results will be released this Spring by the Office of Institutional Research & Planning.

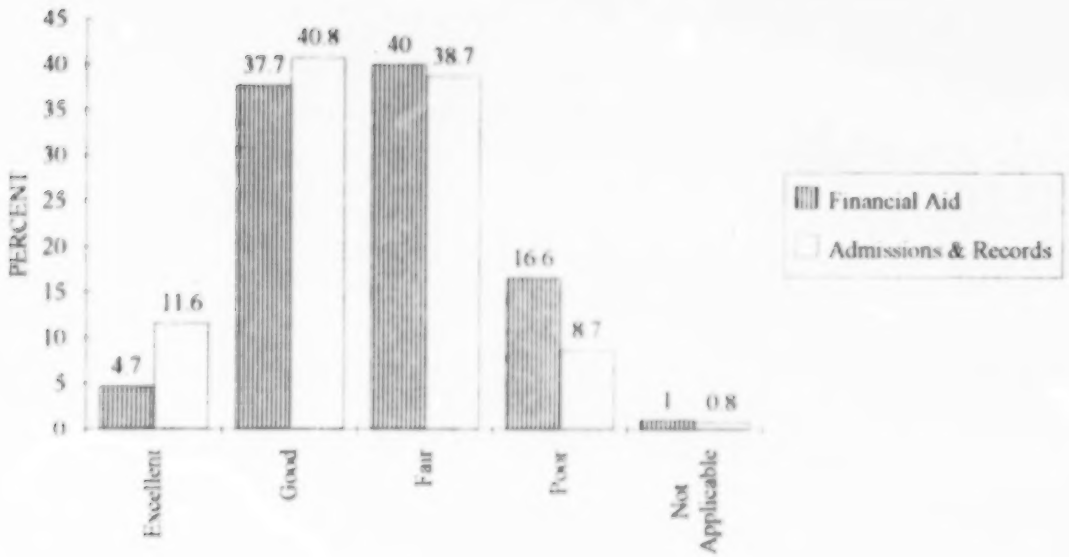
4. STUDENT SERVICES

- Only 10.3% of the students surveyed for Financial Aid responded, "excellent" when asked the question, "Overall, how were you treated?" This compares to 16.7% responding "excellent" for Admissions & Records.
- Most students surveyed gave good to fair ratings for how comfortable the environment was in each office (78% for Financial Aid and 80% for Admissions & Records).
- Most students surveyed did not feel that they were served quickly at either the Financial Aid or the Admissions & Records office.

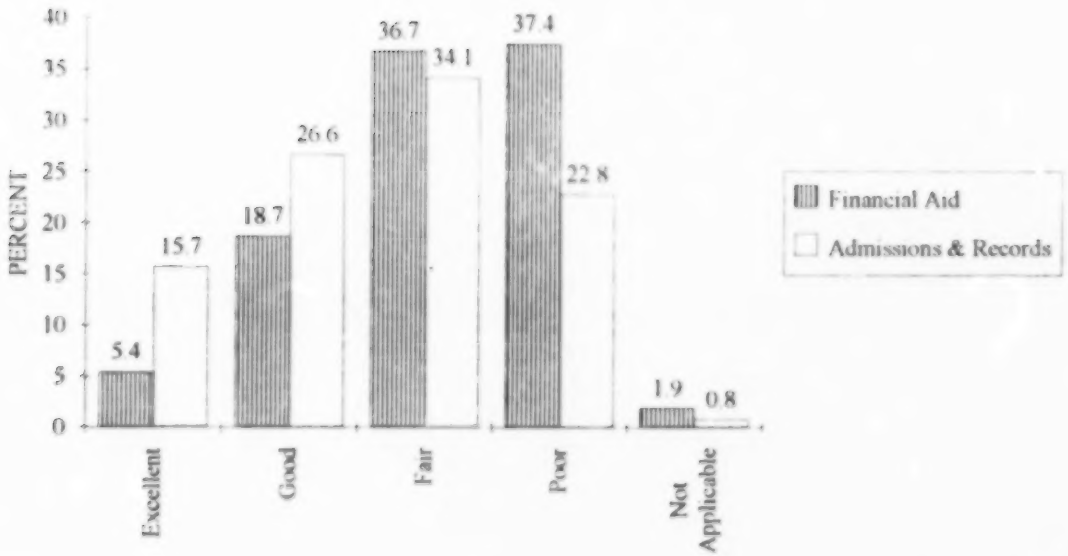
Overall, how were you treated?



How comfortable was the environment for you?



How quickly were you served?



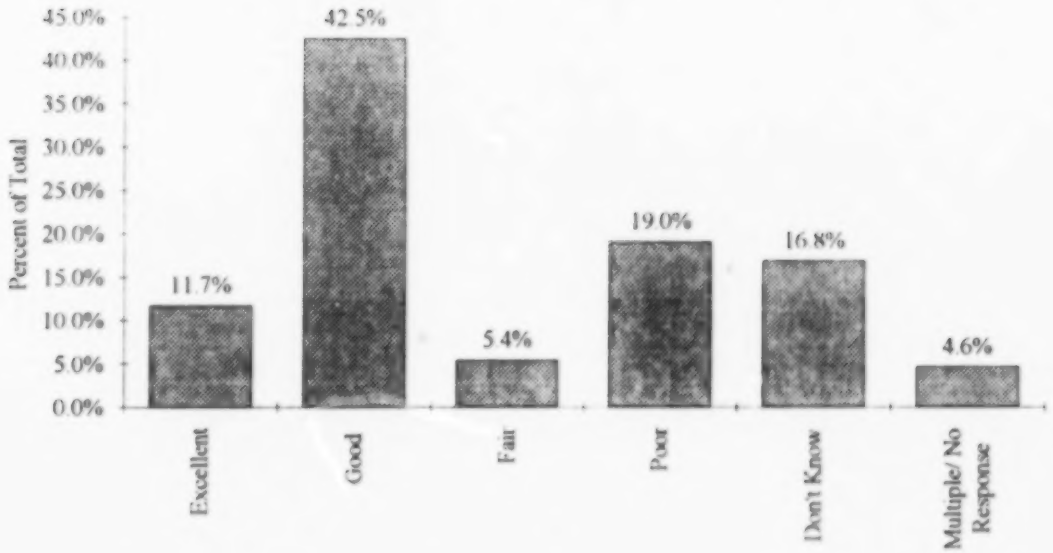
COUNSELING SURVEY RESULTS (PROGRAM REVIEW, FALL 1994)

As part of the Fall 1994 Program Review of the Counseling Department, student satisfaction surveys were completed for General Counseling, the Transfer Center, Re-entry Program, International Student Counseling, and Athletics Counseling. The surveys were developed by the Counseling Department's Program Review Committee and the Office of Institutional Research & Planning. The following survey results highlight student responses about General Counseling only (questions were asked on the General Counseling, Transfer Center, Re-entry Program, and Athletics Counseling surveys.) The Office of Institutional Research & Planning will be releasing a more detailed report on the Counseling survey findings this Spring.

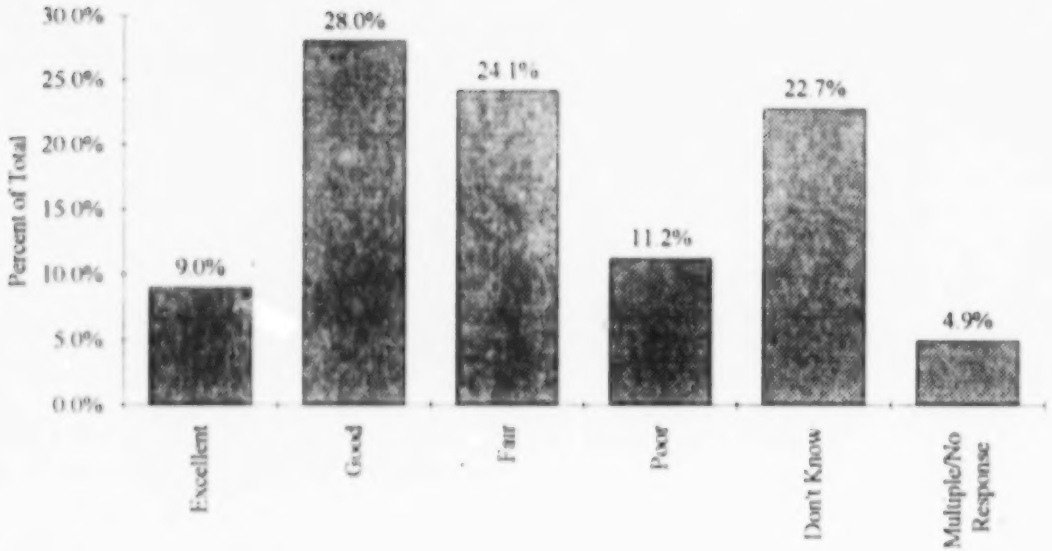
4. STUDENT SERVICES

- Most of the students surveyed were satisfied with the Counseling hours available to them (over 54% gave available hours an excellent or good rating).
- Only 9% of the students surveyed gave Counseling Right After Orientation an excellent rating.

Rate Available Counseling Hours:



Rate Counseling Right After Orientation:



5. FACILITIES

Questions regarding student satisfaction with facilities were not asked on any of the program review surveys this Fall term, but will be included on future surveys

IMPLICATIONS: STUDENT SATISFACTION

Survey results presented in this chapter reflect a first attempt at capturing student satisfaction through surveys administered during Program Review. Because of time constraints, the surveys were both developed and administered during the Fall 1994 term. Some concerns about the development and administration of surveys were raised, but could not be applied towards the Fall 1994 surveys. Concerns raised will be used to improve the quality of future surveys. The following implications should be viewed in this context.

Student responses to college campus surveys indicate a wide disparity of views about location and its importance in a student's decision to attend a particular campus. Students at the Mission campus appear to be the most sensitive to location with Southeast and Downtown ranked next. Data on location may be useful as college planning considers the issue of centralized vs. decentralized facilities in the college service area.

There appears to be a significant difference in student evaluations of the quality of instruction at the campuses. College planning may wish to address this issue. Additional student satisfaction indicators of the quality of instruction on the Phelan campus, as well as the quality of the college's programs and services should also be developed.

Student satisfaction with college services in the area of Financial Aid and Admission and Records shows that only a small number rate these services as excellent (10% rated Financial Aid as excellent; 17% gave Admissions & Records an excellent rating). College planning must ensure that a plan with adequate resources is established to meet the needs of students in these two critical areas. Such a plan should address limitations of the facilities; obstacles to efficient service; and staff training to be more responsive to students.

The quality of counseling services also needs to be addressed. A total of 11% of students surveyed gave counseling services an excellent rating and only 12% rated the availability of counseling services as excellent. College planning needs to address how counseling programs can more adequately respond to student needs.

CHAPTER FOUR

STAFF COMPOSITION

The composition of the staff (staff includes administrators, faculty and Classified staff) at City College should closely resemble that of the state's adult population. AB 1725 established a system-wide goal of thirty percent minority hires within the community college system. The State Chancellor's Office calls for two indicators in the area of staffing.

1. Staff Diversity
2. Number of Full-time to Part-time Faculty

Master Plan Goals Related to Staff Composition

Goal 5.2: Recruit and hire qualified personnel who will provide the best possible instruction and student services. *(Staff Diversity)*

1. STAFF DIVERSITY

The number and percentage of staff in each gender, ethnic and age group, the date of hire, and Equal Employment Opportunity (EEO-6) job category demonstrates staff composition that affects campus climate, particularly for underrepresented students, as well as a commitment to affirmative action.

The district's Affirmative Action and Staff Diversity Plan for 1994-1996 includes the Board of Trustee's Equal Employment Opportunity policy statement. The statement affirms that "the San Francisco Community College District provides equal employment opportunity in all areas of its employment practices. Personnel decisions at all levels of employment are made on the basis of job-related qualifications and without regard to factors of race, color, ethnic group identification, national origin, ancestry, gender, age, marital status, handicapped conditions, medical conditions, sexual orientation or status as a Vietnam-Era veteran." The district's Affirmative Action and Staff Diversity Plan for 1994-1996 is available in key offices throughout the district, in the library, and in the Office of Affirmative Action/Staff Development.

- The ethnic, age and gender distribution of City College's staff is highlighted in Table 1.1. The College has met the 30% minority hiring goal established by AB1725.
- Table 1.2. shows a comparison of City College's staff to the Bay Area population (30 mile radius) and to the CCSF student body (Fall 1993).
- A comparison of City College's staff for Fall 1992 and Fall 1993 is reported in Table 1.3.

1.1. Age, Gender and Ethnicity Distribution of CCSF Staff, Fall 92 - Fall 93

	FALL 1992			FALL 1993		
	ADMIN.	FACULTY	C. STAFF	ADMIN.	FACULTY	C. STAFF
GENDER:						
Female	47.9%	50.4%	55.9%	50.0%	50.7%	55.1%
Male	52.1	49.6	44.1	50.0	49.3	44.9
ETHNICITY:						
African American	22.9%	8.6%	16.8%	15.8%	8.8%	16.8%
Am. Indian / Alaskan	0.0	1.2	0.1	0.0	1.3	0.1
Asian / Pacific Islander	22.9	14.3	30.1	23.7	15.3	31.1
Filipino	4.2	1.7	10.8	5.3	1.9	10.8
Hispanic / Latino	12.5	8.2	14.4	13.1	8.0	15.0
White	37.5	66.1	27.7	42.1	64.7	26.1
AGE:						
Under 30	4.2%	1.6%	17.3%	2.6%	1.5%	15.6%
30 - 39	6.3	16.2	28.1	10.5	13.4	26.3
40 - 49	45.8	38.3	28.0	44.7	37.3	29.0
50 - 59	39.6	30.6	17.5	39.5	34.9	19.1
60 and Over	4.2	13.2	9.1	2.6	12.9	9.9
TOTAL (Number)	**48**	**1,791**	**790**	**38**	**1,632**	**748**

SOURCE: MIS Staff Data, Fall 1992-Fall 1993.

* Faculty includes Counselors, Librarians, Nurses and other Certificated.

1.2. Ethnic Distribution of CCSF Staff to Bay Area Population (30-Mile Radius), CCSF Students (Credit and Noncredit), Fall 1993

ETHNICITY	ADMIN.	FACULTY	CLASSIFIED STAFF	BAY AREA POP. (18 +)	CCSF (CR AND NC)
African American	15.8%	8.8%	16.8%	10.6%	7.8%
Am Indian / Nat. Alskn	0.0	1.3	0.1	0.4	0.4
Asian / Pacif. Islander*	23.7	15.3	31.1	15.4	36.7
Filipino*	5.3	1.9	10.8		6.0
Hispanic / Latino	13.1	8.0	15.0	11.9	18.2
White	42.1	64.7	26.1	61.4	24.6
Other / Unknown				0.1	6.3

SOURCE: MIS Staff Data, Fall 1993; CCC Chancellor's Office "Local Staff Availability Data" (1990 Census Data).

* Filipinos are included in the Asian/PI category in the Census data provided by the CCC State Chancellor's Office.

2. NUMBER OF FULL-TIME TO PART-TIME FACULTY

The number and percentage of faculty working full-time and part time provide a measure of instructional climate, stability and increased professionalism.

- Of the 1,632 faculty members employed during the Fall 1993 term, 743 were full-time and 889 were part-time faculty.
- City College's full-time to part-time ratio (Credit faculty only) is above the state-mandated floor.

2.1. Full-time to Hourly Faculty (Total: Credit and Noncredit), Fall 1993

	FULL-TIME		HOURLY	
	Number	Percent	Number	Percent
GENDER:				
Female	391	52.6%	436	49.0%
Male	352	47.4	453	51.0
ETHNICITY:				
African American	71	9.6%	72	8.1%
American Indian / Native Alaskan	15	2.0	6	0.7
Asian / Pacific Islander	112	15.1	137	15.4
Filipino	15	2.0	16	1.8
Hispanic / Latino	66	8.9	64	7.2
White	464	62.4	594	66.8
AGE:				
Under 30	5	0.6%	19	2.1%
30 - 39	63	8.5	157	17.5
40 - 49	274	36.9	339	37.8
50 - 59	314	42.3	258	28.7
60 and Over	87	11.7	125	13.9

SOURCE: MIS Staff Data, Fall 1993.

2.2. 75/25: Full-time to Part-time Credit Faculty Ratio

The concept of the Full-time / Part-time ratio was initiated in law through AB1725 in 1988. It appears in Education Code section 87482.6 and in Title 5 section 51025. These regulations, however, do not require districts to achieve or maintain a given ratio of full-time to part-time faculty. An ***ideal*** ratio of 75 percent full-time was stated as a goal, but the requirement that districts must meet is stated in terms of a specific number of full-time faculty and ***not*** in terms of a ratio. These regulations only speak to full-time faculty teaching Credit classes. There is no regulation pertaining to the number of full-time faculty teaching Noncredit classes.

The base year for the calculation of the district's full-time faculty obligation is 1988. The State Chancellor's Office calculated the Full-time Equivalent Faculty (FTE) for Fall 1988. In 1989 and 1990, the legislature provided Program Improvement money to Community College districts. Based on each districts full-time / part-time ratio in 1988 and 1989, the State Chancellor's Office determined what percentage of this Program Improvement money must be dedicated to hiring NEW full-time faculty. The number of full-time faculty was based on the appropriate percentage of Program Improvement money and the average cost of full-time faculty statewide. By September 30, 1991, districts had to meet this adjusted full-time Credit faculty FTE.

In subsequent years, this full-time faculty obligation is required to be adjusted based on a percentage of growth money added to the state budget. However, since 1991 the financial condition of the State of California has not only been below average, but has provided the worst financial period in the history of community colleges. In fact, deficits have occurred which total over $100 million. This financial condition has in fact reduced each district's full-time faculty obligation, rather the opposite of what was anticipated in AB1725.

The Full-time Credit Faculty Obligation for City College is summarized below:

	Base Year FTE	Program Improvement Increase in FTE		Full-time Faculty - Credit FTE			
	1988	1989	1990	1991	1992*	1993	1994
		33.3%	40%				
Obligation	374.6	+19	+22	415.6	----	397.0	396.6
Actual				443.4	----	418.5	436.6

SOURCE: CCSF Human Resources Office.

* There was no state reporting on the Full-time / Part-time ratio in 1992.

IMPLICATIONS: STAFF COMPOSITION

The college has few young staff members (under 30 years old) within the ranks of faculty; administration and classified staff as shown in Table 1.1. The only area where there is a sizable sector of young staff is in the part-time classified ranks (please see the Office of Institutional Research & Planning's report on Enrollment and Staffing). College planning should address the issue of whether and how to recruit more young faculty, administrators and classified staff. Data also indicate that the college must continue to work on its affirmative action goals, especially for Asian/Pacific Islanders; Filipinos; Hispanic / Latinos and African Americans.

The college continues to maintain a large critical mass of full-time faculty as measured by the college's full-time to part-time credit faculty ratio. However, the full-time to part-time ratio within departments and programs needs to be investigated further.

CHAPTER FIVE

FISCAL CONDITION

The fiscal condition of the college includes the capacity of the institution to meet all of its current and future obligations as well as any unexpected financial problems caused by either an internal or external condition. The State requires reporting on a minimum of two indicators:

1. Community College Funding
2. Fiscal Stability

Master Plan Goals Related to Fiscal Condition

Goal 3.2:	Improve college facilities, equipment and use of technology.	*(Community Col Funding)*
Goal 4.1:	Maximize funding from Federal, State, and local agencies.	*(Community Col Funding)*
Goal 4.2:	Develop and expand alternative funding sources.	*(Community College Funding)*
Goal 6.2:	Allocate district finances and resources efficiently.	*(Community College Funding)*

1. COMMUNITY COLLEGE FUNDING

The overall level of funding adjusted for inflation from federal, state, and local sources provides a measure of the support and commitment of government to the community college.

- Table 1.1 shows the General Fund Revenues: Restricted and Grants for 1993-94 and the 1994-95 estimates.
- Partnership Grants with other educational institutions are shown in Table 1.2.
- The total General Fund: Unrestricted revenues and expenditures for 1993-94 and the 1994-95 estimates are highlighted in Table 1.3.
- City College maintained a 3.7% reserve in the 1993-94 fiscal year. (Table 1.4.)
- City College spends more than the Statewide average on "direct expenses of education". (Table 1.5.)
- The College's Base/COLA/Growth Funds (State award vs. actual amount received) is presented in Table 1.6.

1.1. **General Fund Revenues: Restricted and Grants**

	1993-94	1994-95 (estimate)
Child Development Fund:		
Federal	42,645	193,246
State	918,293	955,737
State Pass-Thru	12,500	10,000
Total: Child Development Fund	*973,438*	*1,158,983*
Federal:		
JTPA Funds	458,686	279,036
Federal Direct Grants (Competitive)	328,705	256,368
Federal Pass-Thru	379,181	595,404
VATEA Basic Grant	819,163	1,394,194
VATEA Special Projects	233,086	570,933
Total: Federal	*2,218,821*	*3,095,935*
Categoricals (State):		
EOPS	1,132,122	1,130,571
DSPS	516,941	541,997
Matriculation	929,905	915,893
Apprenticeship	307,894	279,772
Instructional Equipment Replacement *	0	842,220
Board of Financial Aid Program	83,956	111,181
AB1725 Staff Development	244,241	186,105
Total: Categoricals (State)	*3,215,059*	*4,007,739*
Other:		
Competitive Grants	184,636	537,956
State Pass-Thru Local (GAIN & GATES)	175,977	190,000
Foundation Grants	240,435	248,986
Total: Other	*601,048*	*976,942*
Fees For Services:		
Community Services	439,471	496,011
Contract Education Services	269,038	285,165
Contract Education Incentives	47,450	47,450
ESL / International Education	320,400	415,512
Grants Fiscal Services	146,214	144,945
Parking Fund Services	288,409	416,657
Student Health Services	547,654	462,176
Total: Fees For Services	*2,066,202*	*2,267,916*
TOTAL: RESTRICTED AND GRANTS	**$9,074,568**	**$11,507,515**

SOURCE: CCSF Business Office

* One-time only revenue for 1994-95

1.2. Partnership Grants With Other Educational Institutions (1994-95)

Grant Title / Activity	Other Partners	Total Grant Amount *	Duration of Grant
SAFE Start - Training for early childhood violence intervention	SFSU; Canada College; Contra Costa College; DeAnza College; and Merritt College	$3.9 million	1994 - 1999
City of Service - National Service Project	SFSU; USF; New College	$780,000	1994 - 1997
Urban Community Service (Environmental Technology; Community Health Outreach Workers)	SFSU	$1.35 million	1993 - 1996
Eisenhower Program - Teacher Training in Science thru Mission Science Workshop	SFUSD; SFSU	$964,000	1993 - 1996
Calculus Reform Project	Laney College; SFSU; CSU-Hayward	$267,300	1994 - 1997
Bioscience Careers for Minority Students	SFSU	$462,000	1993 - 1995

SOURCE: CCSF Office of Institutional Development Research & Planning.

* The total grant amount is shared with the other educational institutions listed. CCSF receives funding for faculty time, travel, supplies; and other miscellaneous items.

1.3. General Fund: Unrestricted

	1993-94 (Actual)	1994-95 (Current Estimates)
Beginning Balance	2,441,867	3,538,260
Prior Year Recoveries	241,662	750,000
REVENUES		
District General Revenues (Total):	***83,754,371***	***84,425,536***
State - General Apportionment		
Local - Property Taxes		
Student Charges - Enrollment Fee (98%)		
Other Revenues (Total):	***16,215,716***	***14,441,000***
Federal - Grants Admin Allowance	85,724	86,000
State - Lottery, Basic Skills, GAIN, All Others	6,363,223	4,425,000
Local - Sales Tax (Proposition A, 1st & 2nd Election)	6,773,362	7,200,000
Local - Other	611,221	695,000
Student Charges - Non-Resident Tuition, Enroll. (2%)	2,032,186	2,035,000
Transfer From Capital Outlay Fund	350,000	
TOTAL RESOURCES: **(Balance + Recoveries + Revenues)**	**102,653,616**	**103,154,796**
TOTAL EXPENDITURES	**95,871,994**	**101,214,209**
Excess Of Resources Over Expenditures		1,940,587
Prior Year Adjustments	251,283	
Transfer To Special Reserve	(3,500,000)	(500,000)
ENDING BALANCE, UNRESERVED	**$3,532,905**	**$1,440,587**

SOURCE: CCSF Business Office

1.4. Maintenance of a Five Percent Reserve

The State Chancellor's interpretation of State Regulations directs community college districts to maintain a reserve equal to five per cent of general fund expenditures.

RESERVE	1992-93	1993-94	1994-95
Start of Year	$2,000,000	$3,500,000	$4,000,000
End of Year	$0	$3,500,000	To Be Determined
Reserve %	**0.0%**	**3.7%**	**3.9%**

SOURCE: CCSF Business Office

1.5. Maintenance of the State's Fifty Percent Law

Section 84362 of the State Education Code requires that the salaries and benefits of classroom instructors and instructional aides, comprise no less than 50% of a community college district's spending for education.

	1991-92	1992-93	1993-94
SF Community College District	52.73%	53.46%	To Be Determined
Statewide Average	52.64%	52.76%	To Be Determined

SOURCE: CCSF Business Office.

1.6. Accuracy of the college's Base/COLA/Growth Funds as measured by State award vs. actual amount received

Approximately eighty five per cent of the district's unrestricted general fund is commonly referred to as "state funds". These funds are composed of three primary elements, base funds, growth funds, and COLA. Unlike K-12 districts, community colleges are not protected from shortfalls in the revenue sources that supply "state funds". Consequently, community colleges do not necessarily receive all of the funds they are entitled to.

	1992-93	1993-94	1994-95
Base Funds:			
Amount Awarded	$86,816,617	$86,816,617	$86,280,568
Amount Received	$84,752,525	$83,760,555	$83,260,748
% Received	97.6%	96.5%	96.5%
COLA Funds:			
Amount Awarded	$0	$0	$0
Amount Received	$0	$0	$0
Growth Funds:			
Amount Awarded	$525,832	$0	$0
Amount Received	$513,212	$0	$0
% Received	97.6%		

SOURCE: CCSF Business Office.

1.7. Utilization rates of campus buildings vs. collegewide average

Information for this measure is currently being collected.

2. FISCAL STABILITY

The number of districts rated at fiscal risk. Districts have a fiduciary trust in handling public money. The way in which money is handled has a long term effect on the health of the district and the quality of services that can be delivered to students.

- For the 1992-93 Fiscal Year, City College was in the Medium Risk category. CCSF moved from the Medium Risk category to the Low Risk category during the 1993-94 fiscal year, and is currently not in any of the "Risk" categories.

2.1. High, Medium and Low Risk Districts

	1990-1991		1991-1992		1992-1993	
	Number	Percent	Number	Percent	Number	Percent
High Risk	0	0.0	0	0.0	0	0.0
Medium Risk	4	3.7	2	1.8	2	1.8
Low Risk	10	9.3	11	10.2	11	10.2

SOURCE: State Chancellor's Office, Fiscal & Program Standards Accountability Unit.

High Risk means that the district will need to take immediate action in order to avoid default.

Medium Risk means that a district could face default within the next six to eighteen months if action is not taken.

Low Risk means that a district could face default within the next eighteen months to three years if no action is taken.

IMPLICATIONS: FISCAL CONDITION

Grants and other alternative funding sources are becoming more significant for instructional programs at the college. Direct grants to the college as well as partnership grants are bringing in new revenues and opening new possibilities for educational change within the college. College planning should consider alternative revenue sources, especially those that can be directed to the unrestricted general fund. These sources include contract education; community service classes; international student programs.

Uncertainly about the levels of state funding continues to be a negative factor in fiscal planning for the college. The state has pulled back funds from the college in the middle of the year during the last three fiscal years, forcing the college to rely on its reserves. The need to maintain a prudent reserve continues to be a critical factor in overall college planning.

CCSF has stabilized its fiscal condition and is no longer on the State Chancellor's Risk List. The college is in compliance substantially above the minimum for the Fifty Percent Law.

CHAPTER SIX

LOCAL INDICATORS

Colleges are expected to develop indicators for a local accountability system which are relevant for the college's decision making. Local indicators should strengthen the connection between external accountability reporting and college improvement activities by linking community college systemwide goals to the college's programs and activities for achieving those goals.

1. Staff Development
2. Campus Climate
3. Staff Satisfaction
4. Shared Governance
5. Deferred Maintenance
6. Educational Technology Plan

Master Plan Goals Related to Local Indicators

Goal 1.5:	Promote educational technology which will improve student learning and faculty teaching	*(Educational Technology Plan)*
Goal 2.4:	Encourage all staff to be more student-oriented	*(Staff Development)*
Goal 2.5:	Maintain and improve the quality of student life	*(Campus Climate)*
Goal 5.1:	Foster an environment in which students, faculty, classified staff and administration can effectively participate in college governance	*(Shared Governance)*
Goal 5.3:	Provide quality staff development programs that will prepare staff for the educational needs of the twenty-first century	*(Staff Development)*
Goal 6.3:	Develop user-friendly Management Information Systems.	*(Educational Tech Plan)*

1. STAFF DEVELOPMENT

The Office of Affirmative Action/Staff Development offers a diverse Flex program each term. The following topics were highlighted in the Flex activities/workshops for the 1994-95 academic year: Sexual Harassment; American with Disabilities Act (ADA); Diversity; Approaching 2000: Who Are Our Students?; and School To Career. The current Flex program also encourages more student involvement, as well as more involvement from the classified staff. In the Spring of 1995, special programs will mark the 50th Anniversary of the signing of the United Nations Charter, and a Leadership Conference will be integrated into Spring Flex activities.

Staff Development Needs Assessment Survey:

Staff Development distributed a needs assessment survey to all City College employees in Spring 1994. Of the 952 responses, 70% were faculty. A follow-up needs assessment survey will be distributed in Spring 1995 to the classified staff.

Of the 952 responses, most employees described themselves as having beginner (28.8%) or intermediate (45.0%) computer expertise. Respondents expressed the most interest in the following topics:

Teaching and Learning

- Instructional strategies and innovations (new theories, new technologies)
- Learning styles: adapting classroom techniques to students' various learning styles
- Critical / analytical thinking

Educational Technology

- Computer-based instruction
- Word-processing / desktop publishing

Planning For The Future

- Our changing student population. Diversity in background, work-related needs, educational needs, and professionalism in both the classroom and student services in the next decade
- Departmental planning for the next decade: curriculum, hiring, facilities, student profile

More highlights of the results are available in the May 16, 1994 issue of *City Currents*, at the Office of Affirmative Action/Staff Development, and the Office of Institutional Research & Planning.

2. CAMPUS CLIMATE

Research has shown that an important factor for student persistence and success is a campus that is receptive and supportive. In order for an institution to be welcoming and supportive of students, a receptive campus climate can not be relegated to a specific program to meet the needs of a specific population. The campus climate is inclusive of the entire college, all programs, departments, services and staff.

Through the Shared Governance system, the Office of Institutional Research & Planning is currently developing a Campus Climate survey to be administered during the 1995-96 academic year.

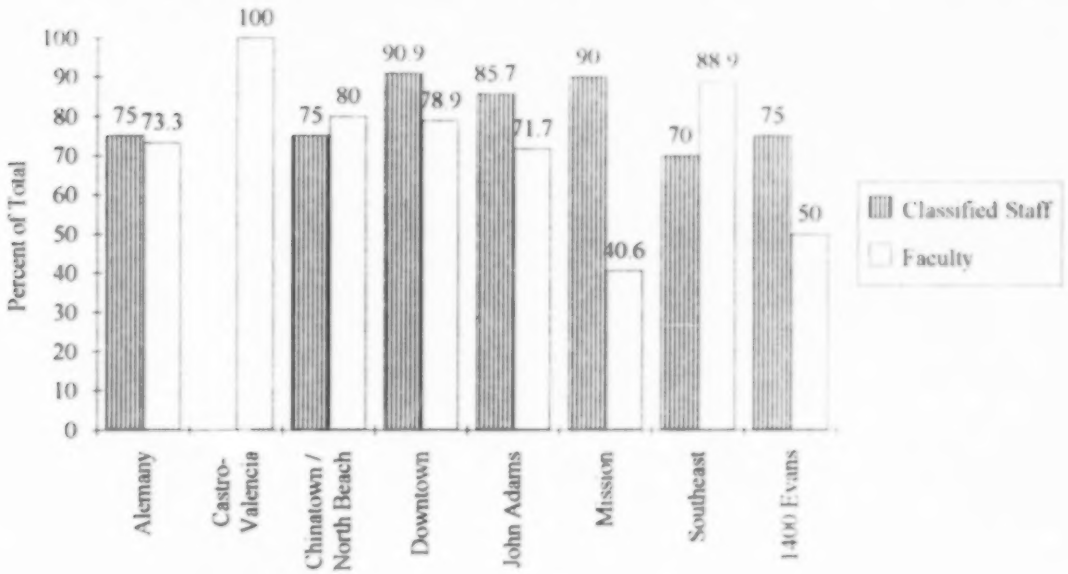
3. STAFF SATISFACTION

Program Review Surveys of Faculty and Classified Staff at the Campuses:

As part of the Campuses Program Review for Fall 1994, three separate but similar surveys were distributed to faculty, classified staff and students. The surveys were developed by the Campus deans and the Office of Institutional Research & Planning. Alemany, Castro-Valencia, Chinatown/ North Beach, Downtown, John Adams, Mission, Southeast, and 1400 Evans campuses were surveyed (the Phelan campus was not surveyed).

Overall, 231 faculty and 68 classified staff members responded. The following chart and table highlight responses to the question, "Would you recommend this campus to other faculty/staff?" as well as how faculty and classified staff grade campus management. The Office of Research & Planning will be releasing a more detailed report on the Campus survey findings this Spring.

Would you recommend this campus to other faculty/classified staff?



Grade Campus Management: Faculty and Classified Staff Combined

	A	B	C	D	F	Don't Use/ Not Appl.
Alemany	26	5	0	0	0	2
Castro-Valencia	0	0	1	0	0	0
Chinatown/North Beach	28	16	3	2	0	4
Downtown	20	22	3	2	0	2
John Adams	13	36	17	4	2	8
Mission	5	14	8	7	6	1
Southeast	6	9	2	0	0	0
1400 Evans	5	4	2	3	1	1
ALL CAMPUSES	**103**	**106**	**36**	**18**	**9**	**18**

4. SHARED GOVERNANCE

Shared Governance Survey:

In Spring 1994, a survey about shared governance was distributed via *City Currents*. *City Currents* is distributed to administrators, faculty and Classified staff at all campuses, and to some student organizations on the Phelan campus. The following figures reflect 66 faculty responses, 21 classified responses, 22 administrator responses and 12 students responses (a low number related to the mode of distribution of the survey). Over 70% of people responding currently serve on at least one shared governance committee.

The overall assessment of shared governance was relatively low: only 8.9% indicated it is "very good" and 26.8% indicated it is "good." This assessment seemingly conflicts with specific assessments of working relations among committee members, quality of work completed (cited above), amount of work completed (cited above), timeliness, commitment of committee members, level of trust between groups. Scores for these items were all substantially higher than the overall assessment. This discrepancy might derive from differing opinions about one's own committee(s) and the committees as a whole.

Response to the quality and quantity of work completed, perhaps the most important measure, was generally positive. The following table highlights the results in percentages.

Shared Governance Survey, Spring 1994

	Faculty	Classified	Admin.	Students	All
Quality of Work Completed					
Very Good	41.7%	31.3%	13.6%	50.0%	**34.2%**
Good	31.3	37.5	45.5	33.3	**36.9**
Fair	12.5	31.3	31.8	16.7	**23.1**
Poor	12.5	0.0	4.6	0.0	**4.3**
Very Poor	2.1	0.0	4.6	0.0	**1.7**
Amount of Work Completed					
Very Good	45.8	12.5	31.8	58.3	**37.1**
Good	20.8	56.3	13.6	8.3	**24.8**
Fair	25.0	18.8	31.8	33.3	**27.2**
Poor	6.3	12.5	13.6	0.0	**8.1**
Very Poor	2.1	0.0	9.1	0.0	**2.8**

An Office of Shared Governance was recently established to centralize information about the committees, establish a public calendar and keep updated lists of committee members.

5. DEFERRED MAINTENANCE

During the 1994-95 school year, the Deferred Maintenance subcommittee (of the Facilities and Planning Committee) will be working on a measure of deferred maintenance which compares CCSF's deferred maintenance expenditures to the Statewide standards for deferred maintenance expenditures.

6. EDUCATIONAL TECHNOLOGY PLAN

The Technology Plan Task Force (a subcommittee of the Master Plan Committee) is currently developing an Educational Technology Plan. The Plan should be finished during the Spring 1995 term.

IMPLICATIONS: LOCAL INDICATORS

Survey data indicate that faculty and staff have a low level of technological and computer literacy. Additional staff development resources will be needed if the levels of technological literacy are to increase among faculty and staff. Data indicate that faculty and staff are interested in learning more technology applications for instruction and student learning. There is also a continuing interest in teaching and learning issues and instructional planning for the future.

The Shared Governance System receives mixed reviews from faculty, administration and staff. While the system received generally positive marks from the participants who answered the Spring, 1994 survey, there remains a certain amount of skepticism about how well the new system is working. The college community needs to plan for a comprehensive survey of faculty, administration, staff and student views of the shared governance system to be conducted during the Spring 1995 semester.

APPENDIX A

ENROLLMENT BY ZIP CODE, FALL 1993

ZIP CODE	AREA	CREDIT		NONCREDIT	
		Number	Percent	Number	Percent
94102	North of Market	730	2.4%	1775	4.3%
94103	SOMA - West	568	1.9%	1649	4.0%
94107	Potrero	394	1.3%	490	1.2%
94108	Chinatown	434	1.5%	1327	3.2%
94109	Civic Center	1436	4.8%	3030	7.4%
94110	Mission	2342	7.8%	6021	14.6%
94112	Ingleside	3292	11.0%	3135	7.6%
94114	Twin Peaks	941	3.1%	708	1.7%
94115	Western Addition	815	2.7%	1188	2.9%
94116	Parkside	1649	5.5%	1683	4.1%
94117	Haight / Ashbury	1548	5.2%	1860	4.5%
94118	Richmond	1294	4.3%	1896	4.6%
94121	Outer Richmond	1575	5.3%	2210	5.4%
94122	Sunset	2262	7.6%	2542	6.2%
94123	Marina	317	1.1%	404	1.0%
94124	Bayview	886	3.0%	1712	4.2%
94127	Mt. Davidson	533	1.8%	480	1.2%
94131	Diamond Heights	763	2.6%	625	1.5%
94132	Stonestown	868	2.9%	766	1.9%
94133	North Beach	869	2.9%	2787	6.8%
94134	Visitation	1318	4.4%	1634	4.0%
941xx	Other San Francisco	366	1.2%	529	1.3%
	TOTAL SAN FRANCISCO	***25200***	***84.2%***	***38451***	***93.4%***
94014	Colma/San Bruno (San Mateo)	948	3.2%	582	1.4%
94015	Daly City (San Mateo)	1013	3.4%	446	1.1%
94080	South SF (San Mateo)	332	1.1%	166	0.4%
940 xx	San Mateo	630	2.1%	347	0.8%
944 xx	San Mateo	85	0.3%	73	0.2%
945 xx	Alameda	490	1.6%	398	1.0%
946 xx	Alameda	395	1.3%	203	0.5%
947 xx	Alameda	154	0.5%	72	0.2%
948 xx	Contra Costa	187	0.6%	96	0.2%
949 xx	Marin	225	0.8%	197	0.5%
xxxxx	Undeclared / Other Zip	257	0.9%	118	0.3%
	TOTAL OUTSIDE SF	***4716***	***15.8%***	***2698***	***6.6%***
	TOTAL ALL ZIP CODES	**29916**	**100%**	**41149**	**100%**

SOURCE: ZIPDST Report, Fall 1993

NOTE: Adding Credit and Noncredit will yield a **duplicated** count.

CITY COLLEGE OF SAN FRANCISCO
Service Area Population
(Persons 18 years and over)

	San Francisco	San Mateo *			Alameda*			TOTAL
		Daly City	San Bruno	So. San Fran.	Alameda	Berkeley	Oakland	
GENDER								
Female	50.2%	52.2%	49.4%	51.7%	46.8%	50.6%	52.8%	**50.8%**
Male	49.8%	47.8%	50.6%	48.3%	53.2%	49.4%	47.2%	**49.2%**
ETHNICITY								
African American	9.7%	7.4%	4.3%	3.6%	6.1%	16.9%	40.8%	**17.0%**
American Indian / Native Alaskan*	0.5%	0.5%	1.0%	0.9%	0.7%	0.6%	0.6%	**0.5%**
Asian / Pacific Islander	27.1%	41.6%	16.4%	22.9%	17.3%	15.3%	13.8%	**23.0%**
Hispanic	12.5%	20.3%	16.6%	24.4%	8.0%	7.8%	12.2%	**12.8%**
White, Not of Hispanic Origin	50.2%	30.2%	61.7%	48.1%	67.9%	59.4%	32.6%	**46.7%**
TOTAL	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

1. Data is provided for Census Tracts (i.e. specific cities within the counties listed) in the CCSF Service Area only. The Service Area is defined by the residential zip code of students enrolled at City College of San Francisco.
2. Total population numbers for American Indian / Native Alaskan are provided for the service area cities in San Mateo County (18 and over population figures were not available).

SOURCE: US Census Data, 1990 Population (San Francisco, CA PMSA; Oakland, CA PMSA)